REFERENCES

Abbak Kacar, B. S., & Deretarla Gul, E. (2024). Peer-mediated education and autism spectrum disorder (ASD) in preschool inclusive programs: The power of games. *Early Years: An International Journal of Research and Development.* https://doi.org/10.1080/09575146.2024.2349756

Abell, L., Downey, D., & Pacheco, P. (2023). Institutionalizing community-based research: A case study of articulated program development. *Metropolitan Universities*, *34*(5), 1047–8485.

Ajaps, S. (2023). Deconstructing the constraints of justice-based environmental sustainability in higher education. *Teaching in Higher Education*, *28*(5), 1024–1038. https://doi.org/10.1080/13562517.2023.2198639

al'Absi, M., Ginty, A. T., & Lovallo, W. R. (2021). Neurobiological mechanisms of early life adversity, blunted stress reactivity and risk for addiction. *Neuropharmacology*, *188*. https://doi.org/10.1016/j.neuropharm.2021.108519

Aldaheri, N., Guzman, G., & Stewart, H. (2023). Reciprocal knowledge sharing: Exploring professional–cultural knowledge sharing between expatriates and local nurses. *Journal of Knowledge Management*, *27*(5), 1483–1505. https://doi.org/10.1108/JKM-10-2021-0735

Alzahrani, A. S., Tsai, Y.-S., Aljohani, N., Whitelock-wainwright, E., & Gasevic, D. (2023). Do teaching staff trust stakeholders and tools in learning analytics? A mixed methods study. *Educational Technology Research & Development*, *71*(4), 1471–1501. https://doi.org/10.1007/s11423-023-10229-w

Amjad, F., Rao, Y., Rahman, A. U., Mohsin, M., & Sarfraz, M. (2024). Fostering sustainability through the green HRM and green inclusive leadership: The dual mediating role of creative self-efficacy and green skill competency. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues.* https://doi.org/10.1007/s12144-024-06027-z

An, J. (2021). Learning to teach students with disabilities through community service-learning: Physical education preservice teachers' experiences. *International Journal of Disability, Development and Education*, 68(3), 442–455. https://doi.org/10.1080/1034912X.2019.1693034

An, T., Wu, P., Wang, J., Zhang, H., & Chen, Z. (2024). The relationship between teaching experience and teaching outcomes in online teaching during the COVID–19 pandemic: The mediating role of teaching engagement. *Psychology in the Schools*. https://doi.org/10.1002/pits.23204

Anderson, J. B. (2000). *Service-learning and preservice teacher education*. Learning in Deed Issue Paper. Education Commission of the States, Denver, CO. Kellogg Foundation, Battle Creek, MI.

Anderson, K. L., Pierce, M. E., & McNamara, K. M. (2022). NUMB3Rs revisited: Long-term impacts of reimagining service learning. *Journal of Experiential Education*, 45(1), 51–67. https://doi.org/10.1177/1053825920973692

Angel, C. M. (2021). Assessing student achievement of learning outcomes through academic service-learning: A constructive alignment study. *Journal of Higher Education Theory & Practice*, 21(8), 166–194. https://doi.org/10.33423/jhetp.v21i8.4513

Anona, K., Olaomi, O., Udegbe, E., Uwumiro, F., Tuaka, E.-B., Okafor, N., Adeyinka, A., Obijuru, C., Okpujie, V., Bojerenu, M., & Opeyemi, M. (2024). Co-occurrence of bipolar disorder and personality disorders in the United States: Prevalence, suicidality, and the impact of substance abuse. *Journal of Affective Disorders*, 345, 1–7. https://doi.org/10.1016/j.jad.2023.10.087

Apanasionok, M. M., Neil, J., Watkins, R. C., Grindle, C. F., & Hastings, R. P. (2020). Teaching science to students with developmental disabilities using the early science curriculum. *Support for Learning*, 35(4), 493–505. https://doi.org/10.1111/1467-9604.12329

Aranbarri, A., Stahmer, A. C., Talbott, M. R., Miller, M. E., Drahota, A., Pellecchia, M., Barber, A. B., Griffith, E. M., Morgan, E. H., & Rogers, S. J. (2021). Examining US public early intervention for toddlers with autism: Characterizing services and readiness for evidence-based practice implementation. *Frontiers in Psychiatry*, 12. https://doi.org/10.3389/fpsyt.2021.786138

Arnell, S., Jerlinder, K., Geidne, S., & Lundqvist, L.-O. (2022). Experiences of stakeholder collaboration when promoting participation in physical activity among adolescents with autism spectrum disorder. *Disability & Rehabilitation: An*

International, Multidisciplinary Journal, *44*(9), 1728–1736. https://doi.org/10.1080/09638288.2021.1887944

Arvola, O., Pankakoski, K., Reunamo, J., & Kyttälä, M. (2021). Culturally and linguistically diverse children's participation and social roles in the Finnish early childhood education – Is play the common key? *Early Child Development and Care*, *191*(15), 2351–2363. https://doi.org/10.1080/03004430.2020.1716744

Aubry, A. (2023). *Promoting healthy identity development and mitigating minority stress among Black and African American transgender and gender-expansive young people using children's literature [ProQuest Information & Learning].* In Dissertation Abstracts International Section A: Humanities and Social Sciences (Vol. 84, Issue 11–A).

Auriemma, D. L., Ding, Y., Zhang, C., Rabinowitz, M., Shen, Y., & Lantier, G. K. (2022). Parenting stress in parents of children with learning disabilities: Effects of cognitions and coping styles. *Learning Disabilities Research & Practice*, *37*(1), 51–63. https://doi.org/10.1111/ldrp.12265

Ayton, K., & Capraro, K. (2021). Students lead the charge! Using project-based learning with preservice teachers to redesign a curriculum resource center. *Education Libraries*, *44*, 1–19. https://doi.org/10.26443/el.v44i1.367

Azor, R. O., Asogwa, U. D., Ogwu, E. N., & Apeh, A. A. (2020). YouTube audio-visual documentaries: Effect on Nigeria students' achievement and interest in history curriculum. *The Journal of Educational Research*, *113*(5), 317–326. https://doi.org/10.1080/00220671.2020.1819182

Bacci, J. L., Zaraa, S., Stergachis, A., Simic, G., & Steve White, H. (2021). Stakeholder perceptions of community pharmacist population health management of people living with epilepsy. *Epilepsy and Behavior*, *125*. https://doi.org/10.1016/j.yebeh.2021.108389

Bagnall, C. L., Fox, C. L., & Skipper, Y. (2021). What emotional-centred challenges do children attending special schools face over primary–secondary school transition? *Journal of Research in Special Educational Needs*, *21*(2), 156–167. https://doi.org/10.1111/1471-3802.12507

Bajaj, G., Mohammed, C. A., Sahoo, S., Datta, A., Badyal, D., & Singh, T. (2024). Online role-plays: An asynchronous pedagogy for introducing tenets of interprofessional education and practice among Indian healthcare professionals. *Innovations in Education & Teaching International*, *61*(1), 114–127. https://doi.org/10.1080/14703297.2022.2160368

Baker, R. S., & O'Connell, H. A. (2022). Structural racism, family structure, and black–white inequality: The differential impact of the legacy of slavery on poverty among single mother and married parent households. *Journal of Marriage and Family*. https://doi.org/10.1111/jomf.12837

Ballard, S. M. (2020). The practice of family life education: Toward an implementation framework. *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, *69*(3), 461–478. https://doi.org/10.1111/fare.12443

Bannon, S. M., Taggart, T. C., Kehoe, C. M., & O'Leary, K. D. (2020). Collaborative communication efficiency is linked to relationship satisfaction in dating couples. *Personal Relationships*, *27*(2), 385–400. https://doi.org/10.1111/pere.12319

Barajas-Gonzalez, R. G., Torres, H. L., Urcuyo, A., Salamanca, E., & Kourousias, L. (2022). Racialization, discrimination, and depression: A mixed-method study of the impact of an anti-immigrant climate on Latina immigrant mothers and their children. *SSM Mental Health*, *2*. https://doi.org/10.1016/j.ssmmh.2022.100084

Barth, M., Adomßent, M., Fischer, D., Richter, S., & Rieckmann, M. (2014). Learning to change universities from within: A service-learning perspective on promoting sustainable consumption in higher education. *Journal of Cleaner Production*, *62*(1), 72–81. https://doi.org/10.1016/j.jclepro.2013.04.006

Basilici, M. C., Palladino, B. E., & Menesini, E. (2022). Ethnic diversity and bullying in school: A systematic review. *Aggression and Violent Behavior*, *65*, 1–12. https://doi.org/10.1016/j.avb.2022.101762

Batastini, A. B., Jones, A. C. T., Lester, M. E., & Davis, R. M. (2020). Initiation of a multidisciplinary telemental health clinic for rural justice-involved populations: Rationale, recommendations, and lessons learned. *Journal of Community Psychology*, *48*(7), 2156–2173. https://doi.org/10.1002/jcop.22424

Behmanesh, F., Bakouei, F., Nikpour, M., & Parvaneh, M. (2022). Comparing the effects of traditional teaching and flipped classroom methods on midwifery students' practical learning: The embedded mixed method. *Technology, Knowledge and Learning: Learning Mathematics, Science and the Arts in the Context of Digital Technologies*, *27*(2), 599–608. https://doi.org/10.1007/s10758-020-09478-y

Bell, J., Lim, A., Williams, R., Girdler, S., Milbourn, B., & Black, M. (2021). 'Nothing about us without us': Co-production ingredients for working alongside stakeholders to develop mental health interventions. *Advances in Mental Health*. https://doi.org/10.1080/18387357.2021.2020143

Bennett Murphy, L., Thornton, J., & Thornton, E. (2022). Psychological adjustment of siblings of children with Prader-Willi syndrome. *Journal of Intellectual and Developmental Disability*. https://doi.org/10.3109/13668250.2022.2132630

Berezan, O., Krishen, A. S., & Garcera, S. (2023). Back to the basics: Handwritten journaling, student engagement, and Bloom's learning outcomes. *Journal of Marketing Education*, *45*(1), 5–17. https://doi.org/10.1177/02734753221075557

Berger, E., Reupert, A., Stewart, S., Miko, A., Holford, T., & Stracey, L. (2024). School-based well-being programs for children living in regional and rural Australia: Stakeholder views. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*. https://doi.org/10.1007/s12144-024-05853-5

Berman, S. (2015). *Service learning: A guide to planning, implementing, and assessing student projects* (2nd ed.). Skyhorse Publishing.

Bibbo, C., Bustamante, A., Wang, L., Friedman, F., Jr., & Chen, K. T. (2015). Toward a better understanding of gender-based performance in the obstetrics and gynecology clerkship: Women outscore men on the NBME subject examination at one medical school. *Academic Medicine*, *90*(3), 379–383. https://doi.org/10.1097/ACM.0000000000000612

Birrell, L., Barrett, E., Oliver, E., Nguyen, A., Ewing, R., Anderson, M., & Teesson, M. (2024). The impact of arts-inclusive programs on young children's mental health and wellbeing: A rapid review. *Arts & Health: International Journal of Research in Pharmacology & Pharmacotherapeutics*. https://doi.org/10.1080/17533015.2024.2319032

Bjerke, M. B., & Renger, R. (2017). Being smart about writing SMART objectives. *Evaluation and Program Planning*, *61*, 125–127.

Blocklin, M., Crouter, A. C., & McHale, S. M. (2012). Youth supervision while mothers work: A daily diary study of maternal worry. *Community, Work & Family*, *15*, 233–249.

Bődi, C. B., Ortega, D. P., Hawkins, L. B., James, T. G., & Bright, M. A. (2023). Parents' and professionals' perspectives on school-based maltreatment prevention education for children with intellectual and developmental disabilities. *Child Abuse & Neglect*, *145*, 1–9. https://doi.org/10.1016/j.chiabu.2023.106428

Bolger, L., & Murphy, M. (2024). Understanding the impact of international music therapy student placements on music therapy practice and professional identity. *Nordic Journal of Music Therapy*, *33*(3), 189–207. https://doi.org/10.1080/08098131.2023.2268692

Bonesso, S., Cortellazzo, L., & Gerli, F. (2024). Developing leadership behaviours in higher education: A quasi-experimental study on the effect of experiential learning. *Innovations in Education & Teaching International*, *61*(1), 70–84. https://doi.org/10.1080/14703297.2023.2214125

Bong, J. Y., Cho, K., Liu, Z., & He, D. (2024). A dual-process motivation mediation model to explain female high school students' cognitive engagement and disengagement in emergency remote teaching and online learning in South Korea. *British Journal of Educational Technology*, *55*(3), 1020–1040. https://doi.org/10.1111/bjet.13415

Bowlby, J. (1958). The nature of the child's tie to his mother. *International Psychoanalysis*, *39*, 350–373.

Bowlby, J. (1960). Grief and mourning in infancy and early childhood. *Psychoanalytic Study of the Child*, *15*, 9–52.

Boye, K., & Evertsson, M. (2021). Who gives birth (first) in female same-sex couples in Sweden? *Journal of Marriage and Family*, *83*(4), 925–941. https://doi.org/10.1111/jomf.12727

Boysen, G. A. (2024). Lessons (not) learned: The troubling similarities between learning styles and universal design for learning. *Scholarship of Teaching and Learning in Psychology*, *10*(2), 207–221. https://doi.org/10.1037/stl0000280

Bredehoft, D. J., & Cassidy, D. (Eds.). (1995). *Family life education curriculum guidelines*. National Council on Family Relations.

Bredehoft, D. J., & Walcheski, M. J. (Eds.). (2011). *The family life education framework poster and PowerPoint*. National Council on Family Relations.

Brewster, M., Velez, B., Sawyer, J., Motulsky, W., Chan, A., & Kim, V. (2021). Family religiosity, support, and psychological well-being for sexual minority atheist individuals. *Psychology of Religion and Spirituality*, *13*(3), 266–275. https://doi.org/10.1037/rel0000356

Broadbent, J., Sharman, S., Panadero, E., & Fuller-Tyszkiewicz, M. (2021). How does self-regulated learning influence formative assessment and summative grade? Comparing online and blended learners. *The Internet and Higher Education*, *50*, 1–8. https://doi.org/10.1016/j.iheduc.2021.100805

Bronfenbrenner, U. (1978). The social role of the child in ecological perspective. *Zeitschrift fur Soziologie*, 7, 4–20.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments in nature and design*. Harvard University Press.

Brown, C. E., Boness, C. L., & Sheerin, K. M. (2022). Supporting students in health service psychology training: A theory-driven approach to meeting the diverse needs of trainees. *Training and Education in Professional Psychology*, *16*(1), 78–86. https://doi.org/10.1037/tep0000354

Brown, S., Carbone, J. T., Hicks, L. M., Saini, E. K., Panisch, L. S., & Dayton, C. J. (2023). The moderating role of social support on the cortisol stress response of expectant fathers exposed to adverse childhood experiences. *Journal of Family Violence*. https://doi.org/10.1007/s10896-023-00555-1

Brown, C. P., Ku, D. H., & Englehardt, J. (2023). Mixed understandings: A case study of how a sample of preschool stakeholders made sense of the changed kindergarten. *Early Childhood Education Journal*, *51*(3), 545–557. https://doi.org/10.1007/s10643-022-01315-4

Brown, J., McDonald, M., Besse, C., Manson, P., McDonald, R., Rohatinsky, N., & Singh, M. (2020). Anxiety, mental illness, learning disabilities, and learning accommodation use: A cross-sectional study. *Journal of Professional Nursing*, *36*(6), 579–586. https://doi.org/10.1016/j.profnurs.2020.08.007

Bruck, S., Webster, A. A., & Clark, T. (2022). Transition support for students on the autism spectrum: A multiple stakeholder perspective. *Journal of Research in Special Educational Needs*, *22*(1), 3–17. https://doi.org/10.1111/1471-3802.12509

Brummett, E. A., & Afifi, T. D. (2019). A grounded theory of interracial romantic partners' expectations for support and strain with family members. *Journal of Family Communication*, *19*(3), 191–212. https://doi.org/10.1080/15267431.2019.1623220

Buldu, E. (2022). What is the state of play? Reintroducing 'role-playing' in higher education as an extension of dramatic play. *International Journal of Play*, *11*(4), 357–362. https://doi.org/10.1080/21594937.2022.2136635

Bush, K. R. & Price, C. A. (Eds.). (2020). *Families & change: Coping with stressful events and transitions* (6th ed.). Sage Publications. ISBN: 9781544371245.

Cahill, P. T., Ng, S., Dix, L., Ferro, M. A., Turkstra, L., & Campbell, W. N. (2022). Outcomes management practices in tiered school-based speech–language therapy: A Canadian example. *International Journal of Language & Communication Disorders*. https://doi.org/10.1111/1460-6984.12822

Cahill, P. T., Reitzel, M., Anaby, D. R., Camden, C., Phoenix, M., Romoff, S., & Campbell, W. N. (2023). Supporting rehabilitation stakeholders in making service delivery decisions: A rapid review of multi-criteria decision analysis methods. *Disability and Rehabilitation: An International, Multidisciplinary Journal*, 45(12), 1933–1946. https://doi.org/10.1080/09638288.2022.2080285

Çakın, B., Glas, S., & Spierings, N. (2024). Polarization, religiosity, and support for gender equality: A comparative study across four Muslim-majority countries. *Women's Studies International Forum*, 103, 1–10. https://doi.org/10.1016/j.wsif.2024.102880

Calderon, P. S. P., Wong, J. D., & Hodgdon, B. T. (2022). A scoping review of the physical health and psychological well-being of individuals in interracial romantic relationships. *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, 71(5), 2011–2029. https://doi.org/10.1111/fare.12765

Camus, R. M., Lam, C. H. Y., Ngai, G., & Chan, S. C. F. (2022). Service-learning exchange in developed cities: Dissonances and civic outcomes. *Journal of Experiential Education*, 45(4), 453–476. https://doi.org/10.1177/10538259211065971

Camus, R. M., Ngai, G., Kwan, K. P., Lau, K. H., & Chan, S. (2023). Teaching reflection in service-learning: Disciplinary differences in conception and practice. *Reflective Practice*, 24(6), 766–783. https://doi.org/10.1080/14623943.2023.2264204

Caravita, S. C. S., Stefanelli, S., Mazzone, A., Cadei, L., Thornberg, R., & Ambrosini, B. (2020). When the bullied peer is native-born vs immigrant: A mixed-method study with a sample of native-born and immigrant adolescents. *Scandinavian Journal of Psychology*, 61(1), 97–107. https://doi.org/10.1111/sjop.12565

Carlson, D. L. (2022). Reconceptualizing the gendered division of housework: Number of shared tasks and partners' relationship quality. *Sex Roles: Journal of Research*. https://doi.org/10.1007/s11199-022-01282-5

Carlson, R. G., Barden, S. M., Locklear, L., Taylor, D. D., & Carroll, N. (2022). Examining quality time as a mediator of dyadic change in a

randomized controlled trial of relationship education for low-income couples. *Journal of Marital and Family Therapy*, *48*(2), 484–501. https://doi.org/10.1111/jmft.12554

Carpenter, J. G., Scott, W. J., Kononowech, J., Foglia, M. B., Haverhals, L. M., Hogikyan, R., Kolanowski, A., Landis, L. Z., Levy, C., Miller, S. C., Periyakoil, V. J., Phibbs, C. S., Potter, L., Sales, A., & Ersek, M. (2022). Evaluating implementation strategies to support documentation of veterans' care preferences. *Health Services Research*, *57*(4), 734–743. https://doi.org/10.1111/1475-6773.13958

Casquero, M. N., Núñez, A. M. A., & Iniesto, A. M. J. (2022). Effects of small-group learning on the assessment of professional skills through a PBL activity. *Transactions in GIS*, *26*(4), 1735–1753. https://doi.org/10.1111/tgis.12897

Castellini, G., Tarchi, L., Cassioli, E., Rossi, E., Sanfilippo, G., Innocenti, M., Gironi, V., Scami, I., & Ricca, V. (2022). Attachment style and childhood traumatic experiences moderate the impact of initial and prolonged COVID-19 pandemic: Mental health longitudinal trajectories in a sample of Italian women. *International Journal of Mental Health and Addiction*. https://doi.org/10.1007/s11469-022-00798-x

Cecilia, K. Y. C. (2022). *Assessment for experiential learning*. Routledge.

Centers for Disease Control and Prevention. (2018). Evaluation briefs. https://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf

Chambers, D., & Lavery, S. (2017). Introduction to service-learning and inclusive education. In S. Lavery, D. Chambers, & G. Cain (Eds.), *Service-learning: Enhancing inclusive education* (Vol. 12, pp. 3–19). Emerald Publishing Limited.

Chambers, D., & Lavery, S. (2022). International service learning: Benefits, challenges, and experiences of pre-service teachers. *Asia-Pacific Journal of Teacher Education*, *50*(5), 498–514. https://doi.org/10.1080/1359866X.2022.2050355

Chan, C. K. Y. (2022). *Assessment for experiential learning*. Routledge Research in Education. https://www.routledge.com/Assessment-for-Experiential-Learning/Chan/p/book/9781032318196

Chan, S., Maneewan, S., & Koul, R. (2023). An examination of the relationship between the perceived instructional behaviours of teacher educators and pre-service teachers' learning motivation and teaching self-efficacy. *Educational Review*, *75*(2), 264–286. https://doi.org/10.1080/00131911.2021.1916440

Charlesworth, T. E. S., & Banaji, M. R. (2022). Patterns of implicit and explicit stereotypes III: Long-term change in gender stereotypes. *Social Psychological and Personality Science*, *13*(1), 14–26. https://doi.org/10.1177/1948550620988425

Chen, Y.-L., Murthi, K., Martin, W., Vidiksis, R., Riccio, A., & Patten, K. (2022). Experiences of students, teachers, and parents participating in an inclusive, school-based informal engineering education program. *Journal of Autism and Developmental Disorders*, *52*(8), 3574–3585. https://doi.org/10.1007/s10803-021-05230-2

Chen, S., & van Ours, J. C. (2022). Mental health effects of same-sex marriage legalization. *Health Economics*, *31*(1), 42–56. https://doi.org/10.1002/hec.4441

Cho, Y., & Egan, T. (2023). The changing landscape of action learning research and practice. *Human Resource Development International*, *26*(4), 378–404. https://doi.org/10.1080/13678868.2022.2124584

Choi, S., Byoun, S.-J., & Kim, E. H. (2020). Unwed single mothers in South Korea: Increased vulnerabilities during the COVID-19 pandemic. *International Social Work*, *63*(5), 676–680. https://doi.org/10.1177/0020872820941040

Chow, E. H. Y., & Tiwari, A. (2020). Addressing the needs of abused Chinese women through a community-based participatory approach. *Journal of Nursing Scholarship*, *52*(3), 242–249. https://doi.org/10.1111/jnu.12546

Chung, S. (2020). *Teachers' conception of reflection in service-learning*. Routledge.

Clark, S. K., & Andreasen, L. (2021). Exploring elementary teacher self-efficacy and teacher beliefs: Are we preparing teachers to teach culturally diverse students? *Asia-Pacific Journal of Teacher Education*, *49*(1), 128–142. https://doi.org/10.1080/1359866X.2020.1777528

Clarke, L. (2022). The need to include intellectual/developmental disability in medical school curriculum: The perspective of a student advocate. *Journal of Intellectual and Developmental Disability*. https://doi.org/10.3109/13668250.2022.2111770

Coba-Rodriguez, S., & Lleras, C. L. (2022). Nonstandard work and preschool child development in single mother families: Exploring the role of maternal depression and parenting stress. *Marriage & Family Review*, *58*(8), 726–747. https://doi.org/10.1080/01494929.2022.2042883

Coenraad, M., Palmer, J., Eatinger, D., Weintrop, D., & Franklin, D. (2022). Using participatory design to integrate stakeholder voices in the creation of a culturally relevant computing curriculum. *International Journal of Child-Computer Interaction*, *31*, 1–14. https://doi.org/10.1016/j.ijcci.2021.100353

Coleman, O. F., McDonnell, J., Jameson, J. M., Johnston, S. S., Farrell, M., Malbica, A., & Conradi, L. A. (2023). Curricular content of the individualized education programs of students with a significant cognitive disability. *Education and Training in Autism and Developmental Disabilities*, *58*(4), 396–407.

Colistra, R., & Johnson, C. B. (2021). Framing the legalization of marriage for same-sex couples: An examination of news coverage surrounding the US Supreme Court's landmark decision. *Journal of Homosexuality*, *68*(1), 88–111. https://doi.org/10.1080/00918369.2019.1627128

Compare, C., Pieri, C., & Albanesi, C. (2022). Community-university partnership in service-learning: Voicing the community side. *Journal of Higher Education Outreach and Engagement*, *26*(2), 79–102.

Connors, S. K., Leal, I. M., Nitturi, V., Iwundu, C. N., Maza, V., Reyes, S., Acquati, C., & Reitzel, L. R. (2021). Empowered choices: African-American women's breast reconstruction decisions. *American Journal of Health Behavior*, *45*(2), 352–370. https://doi.org/10.5993/AJHB.45.2.14

Cooper, J. R. (2014). Ten years in the trenches: Faculty perspectives on sustaining service-learning. *Journal of Experiential Education*, *37*(4), 415–428. https://doi.org/10.1177/1053825913513721

Cooper, L. A., & Kotys-Schwartz, D. (2022). Designing the project-based learning experience using motivation theory. In Proceedings of the ASEE Annual Conference & Exposition (pp. 1–21).

Corneli, A., McKenna, K., Hanlen, R. E., Calvert, S. B., Mah, E., & Rosenfeld, S. J. (2023). Stakeholder reflections on implementing the National Institutes of Health's policy on single institutional review boards. *Ethics & Human Research*, *45*(5), 15–26. https://doi.org/10.1002/eahr.500179

Costanzo, A., Santoro, G., & Schimmenti, A. (2023). Self-medication, traumatic reenactments, and dissociation: A psychoanalytic perspective on the relationship between childhood trauma and substance abuse. *Psychoanalytic Psychotherapy*, *37*(4), 443–466. https://doi.org/10.1080/02668734.2023.2272761

Crabtree, R. D. (2013). The intended and unintended consequences of international service-learning. *Journal of Higher Education Outreach and Engagement*, *17*(2), 43–66.

Cress, C. M., Stokamer, S. T., Van Cleave, T. J., & Kaufman, J. P. (2022). *Faculty service-learning guidebook: Enacting equity-centered teaching, partnerships, and scholarship*. Routledge.

Cress, C. M., Stokamer, S. T., Van Cleave, T. J., & Kaufman, J. P. (2023). *Faculty service-learning guidebook: Enacting equity-centered teaching, partnerships, and scholarship*. Routledge.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Cross, A. J., Etherton-Beer, C. D., Clifford, R. M., Potter, K., & Page, A. T. (2021). Exploring stakeholder roles in medication management for people living with dementia. *Research in Social and Administrative Pharmacy*, *17*(4), 707–714. https://doi.org/10.1016/j.sapharm.2020.06.006

Cuesta-Hincapie, C., Cheng, Z., & Exter, M. (2024). Are we teaching novice instructional designers to be creative? A qualitative case study. *Instructional Science*, *52*(3), 515–556. https://doi.org/10.1007/s11251-023-09656-2

Dai, X., Chu, X., Qi, G., Yuan, P., Zhou, Y., Xiang, H., & Shi, X. (2024). Worldwide perinatal intimate partner violence prevalence and risk factors for post-traumatic stress disorder in women: A systematic review and meta-analysis. *Trauma, Violence, & Abuse*, *25*(3), 2363–2376. https://doi.org/10.1177/15248380231211950

Daif-Allah, A. S., & Al-Sultan, M. S. (2023). The effect of role-play on the development of dialogue skills among learners of Arabic as a second language. *Education Sciences*, *13*(1), 1–12. https://doi.org/10.3390/educsci13010050

Darling, C. A., Cassidy, D., & Ballard, S. M. (2022). *Family life education: Working with families across the lifespan* (4th ed.). Waveland Press, Inc..

Darling, C. A., Cassidy, D., & Powell, L. (2014). *Family life education: Working with families across the lifespan* (3rd ed.). Waveland Press, Inc..

Darling, C. A., Cassidy, D., & Rehm, M. (2020). The foundations of family life education model: Understanding the field. *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, *69*(3), 427–441. https://doi.org/10.1111/fare.12372

Dashtestani, R., & Mohamadi, A. (2023). In-service teachers' conceptualization of implementing interactive learning in online and face-to-face teaching contexts: Challenges and opportunities. *Interactive Learning Environments*. https://doi.org/10.1080/10494820.2023.2255240

Davis, S. A., Howard, K., Ellis, A. R., Jonas, D. E., Carey, T. S., Morrissey, J. P., & Thomas, K. C. (2022). Feasibility of a best–worst scaling exercise to set priorities for autism research. *Health Expectations: An International Journal of Public Participation in Health Care & Health Policy*. https://doi.org/10.1111/hex.13508

Davis, C., Chan, B. Y.-L., Ong, A. S. Z., Koh, Y., Yap, A. F. H. W., Goh, S. H., & Vidyarthi, A. R. (2021). An evaluation of a medical student international service-learning experience in Southeast Asia. *Education for Health: Change in Learning & Practice*, *34*(1), 3–10. https://doi.org/10.4103/efh.EfH_265_17

de Heer, B., Heffern, J. K., Cheney, J. S., Secakuku, A., & Baldwin, J. (2020). A community-based evaluation of a culturally grounded, American Indian after-school prevention program: The value of practitioner-researcher collaboration. *American Indian & Alaska Native Mental Health Research*, *27*(1), 1–20. https://doi.org/10.5820/aian.2701.2020.1

Deng, L., Shen, Y. W., & Chan, J. W. W. (2021). Supporting cross-cultural pedagogy with online tools: Pedagogical design and student perceptions. *TechTrends: Linking Research & Practice to Improve Learning*, *65*(5), 760–770. https://doi.org/10.1007/s11528-021-00633-5

Dholakia, K., & Hartman, J. (2023). Transforming society through critical service-learning: A position for a justice-based approach to experiential learning in physical therapy education. *Journal, Physical Therapy Education*, *37*(4), 264–270. https://doi.org/10.1097/jte.0000000000000299

DiGregorio, N. (2021). Language appropriation practices of gay men after the legalization of same-sex marriage. *Journal of Homosexuality*, *68*(9), 1525–1544. https://doi.org/10.1080/00918369.2019.1701335

Dirix, J., Peeters, W., Eyckmans, J., Jones, P. T., & Sterckx, S. (2013). Strengthening bottom-up and top-down climate governance. *Climate Policy*, *13*, 363–383. https://doi.org/10.1080/14693062.2013.752664

DiSantostefano, R. L., Smith, I. P., Falahee, M., Jiménez-Moreno, A. C., Oliveri, S., Veldwijk, J., de Wit, G. A., Janssen, E. M., Berlin, C., & Groothuis-Oudshoorn, C. G. M. (2024). Research priorities to increase confidence in and acceptance of health preference research: What questions should be prioritized

now? *The Patient: Patient-Centered Outcomes Research*, *17*(2), 179–190. https://doi.org/10.1007/s40271-023-00650-x

Domagala-Zyśk, E. (2021). Remote teaching and learning – Challenges and opportunities for students with special educational needs. *Revista Portuguesa de Investigação Educacional*, *21*. https://doi.org/10.34632/investigacaoeducacional.2021.10042

Domenech Rodríguez, M. M., Reveles, A. K., Litson, K., Patterson, C. A., & Vázquez, A. L. (2022). Development of the awareness, skills, knowledge: General (ASK-G) scale for measuring cultural competence in the general population. *PLoS One*, *17*(9). https://doi.org/10.1371/journal.pone.0274505

Donadio, M., Valera, P., & Sinangil, N. (2021). Understanding attachment styles, adverse childhood events, alcohol use, and trauma in black and Latino men with criminal justice histories. *Journal of Community Psychology*. https://doi.org/10.1002/jcop.22773

Doran, G. T. (1981). There's a SMART way to write management's goals and objectives. *Journal of Management Review*, *70*, 35–36.

Duffy, K. A., Sammel, M. D., Johnson, R. L., Morrison, K. E., Bale, T. L., & Epperson, C. N. (2024). Sex differences in stress-induced cortisol response among infants of mothers exposed to childhood adversity. *Biological Psychiatry*. https://doi.org/10.1016/j.biopsych.2024.05.015

Dugan, K. A., Fraley, R. C., Gillath, O., & Deboeck, P. R. (2024). Testing the canalization hypothesis of attachment theory: Examining within-subject variation in attachment security. *Journal of Personality and Social Psychology*, *126*(3), 511–541. https://doi.org/10.1037/pspp0000488

Duncan, S. F., & Goddard, H. W. (2017). *Family life education: Principles and practices for effective outreach* (3rd ed.). Sage Publications, Inc.

Dymond, S. K., Bonati, M. L., Plotner, A. J., & Neeper, L. S. (2024). Trends in secondary curriculum for transition-age students with severe disabilities. *Education and Training in Autism and Developmental Disabilities*, *59*(1), 85–96.

Eagly, A. H., Nater, C., Miller, D. I., Kaufmann, M., & Sczesny, S. (2020). Gender stereotypes have changed: A cross-temporal meta-analysis of US public opinion polls from 1946 to 2018. *American Psychologist*, *75*(3), 301–315. https://doi.org/10.1037/amp0000494

Egan, C. A., Orendorff, K. L., & Merica, C. B. (2024). Community partnership strategies to facilitate service-learning opportunities in PETE K–12

schools. *Journal of Physical Education, Recreation & Dance*, *95*(3), 20–27. https://doi.org/10.1080/07303084.2023.2299879

Erchick, D. J., Gupta, M., Blunt, M., Bansal, A., Sauer, M., Gerste, A., Holroyd, T. A., Wahl, B., Santosham, M., & Limaye, R. J. (2022). Understanding determinants of vaccine hesitancy and acceptance in India: A qualitative study of government officials and civil society stakeholders. *PLoS One*, *17*(6). https://doi.org/10.1371/journal.pone.0269606

Ermer, A. E., & Proulx, C. M. (2020). Social support and well-being among older adult married couples: A dyadic perspective. *Journal of Social and Personal Relationships*, *37*(4), 1073–1091. https://doi.org/10.1177/0265407519886350

Esparza-Del Villar, O. A., Montañez-Alvarado, P., Gutiérrez-Vega, M., Quiñones-Rodríguez, S., & Gutiérrez-Rosado, T. (2022). Past child abuse and neglect in adults from northern Mexico: Development of a scale and prevalence. *Journal of Interpersonal Violence*, *37*(5–6), 2851–2876. https://doi.org/10.1177/0886260520943729

Esper, S. C., Barin-Cruz, L., & Gond, J.-P. (2024). Engaging stakeholders during intergovernmental conflict: How political attributions shape stakeholder engagement. *Journal of Business Ethics*, *191*(1), 1–27. https://doi.org/10.1007/s10551-023-05448-3

Evans, W., Gable, R. A., & Habib, A. (2021). Lessons from the past and challenges for the future: Inclusive education for students with unique needs. *Education Sciences*, *11*(6), 1–10. https://doi.org/10.3390/educsci11060281

Fahmy, C. (2021). First weeks out: Social support stability and health among formerly incarcerated men. *Social Science & Medicine*, *282*. https://doi.org/10.1016/j.socscimed.2021.114141

Fang, Y.-C., Ren, Y.-H., Chen, J.-Y., Chin, T., Yuan, Q., & Lin, C.-L. (2021). Inclusive leadership and career sustainability: Mediating roles of supervisor developmental feedback and thriving at work. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.671663

Fatemi, M. J., Afrashteh, S., Zahmatkesh, S., Hemmati, A., & Fararouei, M. (2022). Prevalence and determinants of caregivers' self-reported child abuse among children aged 3–6 years in the south of Iran. *Child Abuse Review*, *31*(6). https://doi.org/10.1002/car.2763

Faulconer, E., & Kam, C. J. Y. (2023). Service-learning in undergraduate general chemistry: A review. *Journal of Experiential Education*, *46*(1), 32–51. https://doi.org/10.1177/10538259221092141

Feubli, P., MacKevett, D., & Schwarz, J. (2024). Hybrid teaching and learning: A conjoint analysis of student preferences in online and onsite scenarios. *Journal of Computer Assisted Learning*, *40*(2), 761–774. https://doi.org/10.1111/jcal.12913

Feuerherm, E., Hiramatsu, K., Miller, N. S., & Williams, K. (2022). Assessing outcomes of service learning: Student, instructor, and community reflections. *Journal of Community Engagement and Higher Education*, *14*(2), 4–18.

Finley, L. L. (2021). Showcasing the wealth of service-learning initiatives in Asia. *International Journal of Research on Service-Learning & Community Engagement*, *9*(1), 1–3. https://doi.org/10.37333/001c.31309

Flack, C. E., Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (2023). A longitudinal study of home-based involvement and dyadic adjustment during the transition to early elementary school. *School Psychologist*, *38*(5), 287–293. https://doi.org/10.1037/spq0000543

Flanagan, J. C., Jarnecke, A. M., Leone, R. M., & Oesterle, D. W. (2020). Effects of couple conflict on alcohol craving: Does intimate partner violence play a role? *Addictive Behaviors*, *109*. https://doi.org/10.1016/j.addbeh.2020.106474

Fleet, A., Shalev, D., Spaeth, R. B., Patterson, T., Wardlow, L., Simoun, A., Tomy, M., & Pincus, H. A. (2023). Behavioral health integration in the Program of All-Inclusive Care for the Elderly (PACE): A scoping review. *Journal of the American Geriatrics Society*, *71*(9), 2956–2965. https://doi.org/10.1111/jgs.18416

Flicker, S. M., Sancier, B. F., Afroz, F., Saif, S. N., & Mohsin, F. (2020). Attachment hierarchies in Bangladeshi women in couple-initiated and arranged marriages. *International Journal of Psychology*, *55*(4), 638–646. https://doi.org/10.1002/ijop.12619

Fogarty, A., Seymour, M., Savopoulos, P., Talevski, T., Ruthven, C., & Giallo, R. (2022). The COVID-19 pandemic and Australian parents with young children at risk of interparental conflict. *Journal of Reproductive and Infant Psychology*. https://doi.org/10.1080/02646838.2022.2084055

Forsyth, V. (2023). Can a picture book teach history? An investigation into the authority and relevance of informational history picture books for Australian,

upper primary, school students. *Education 3–13*, *51*(7), 1064–1076. https://doi.org/10.1080/03004279.2022.2042829

Frame, N. (2021). Intragroup differences of the non-religious: Attitudes towards same-sex marriage and same-sex adoption in the United States. *Journal of Homosexuality*, *68*(13), 2285–2300. https://doi.org/10.1080/00918369.2020.1736430

Friedman, E. J., & Rodríguez Gustá, A. L. (2023). Feminists, popular feminists, and transfeminists: Young argentine activists define their own identities. *Journal of Youth Studies*. https://doi.org/10.1080/13676261.2023.2298318

Gallop, C. J., Guthrie, B., & Asante, N. (2023). The impact of experiential learning on professional identity: Comparing community service-learning to traditional practica pedagogy. *Journal of Experiential Education*, *46*(4), 474–490. https://doi.org/10.1177/10538259231154888

Gamage, K. A. A., Gamage, A., & Dehideniya, S. C. P. (2022). Online and hybrid teaching and learning: Enhance effective student engagement and experience. *Education Sciences*, *12*(10), 1–13. https://doi.org/10.3390/educsci12100651

Gao, J., Yang, L., Zhao, J., Wang, L., Zou, J., Wang, C., & Fan, X. (2020). Comparison of problem-based learning and traditional teaching methods in medical psychology education in China: A systematic review and meta-analysis. *PLoS One*, *15*(12). https://doi.org/10.1371/journal.pone.0243897

García, R. S. (2023). A service-learning program assessment: Strengths, weaknesses and impacts on students. *Intangible Capital*, *19*(1), 4–24. https://doi.org/10.3926/ic.2093

Garner, P. W., & Parker, T. S. (2016). Service-learning linking family child care providers, community partners, and preservice professionals. *Early Child Development and Care*, *186*(9), 1466–1475. https://doi.org/10.1080/03004430.2015.1102136

Garvey, W., O'Connor, M., Quach, J., & Goldfeld, S. (2020). Better support for children with additional health and developmental needs in school settings: Perspectives of education experts. *Child: Care, Health and Development*, *46*(4), 522–529. https://doi.org/10.1111/cch.12766

Garvin, M. C., & Acosta Lewis, E. (2022). Reasons faculty teach, or do not teach, service-learning courses in a pandemic: The role of faculty investment

and clues for the future of service-learning. *Higher Learning Research Communications*, *12*, 46–58.

Garwood, J. D., Peltier, C., Ciullo, S., Wissinger, D., McKenna, J. W., Giangreco, M. F., & Kervick, C. (2023). The experiences of students with disabilities actually doing service learning: A systematic review. *Journal of Experiential Education*, *46*(1), 5–31. https://doi.org/10.1177/10538259221109374

Gato, J., Henriques, M. R., & Leal, D. (2021). Adoption by lesbian women and gay men: Perceived challenges and training needs for professionals in Portugal. *Adoption Quarterly*, *24*(2), 152–175. https://doi.org/10.1080/10926755.2020.1834044

Gillispie, M. (2021). Culturally responsive language and literacy instruction with Native American children. *Topics in Language Disorders*, *41*(2), 185–198. https://doi.org/10.1097/TLD.0000000000000249

Godier, M. L. R., Gillin, N., & Fossey, M. J. (2022). *'Treat everyone like they're a man': Stakeholder perspectives on the provision of health and social care support for female veterans in the UK*. Health & Social Care in the Community. https://doi.org/10.1111/hsc.13790

Godwin, K. E., Leroux, A. J., Seltman, H., Scupelli, P., & Fisher, A. V. (2022). Effect of repeated exposure to the visual environment on young children's attention. *Cognitive Science*, *46*(2), 1–36. https://doi.org/10.1111/cogs.13093

Goldberg, M. J., & Iruka, I. U. (2023). The role of teacher–child relationship quality in Black and Latino boys' positive development. *Early Childhood Education Journal*, *51*(2), 301–315. https://doi.org/10.1007/s10643-021-01300-3

Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). *Family therapy: An overview* (9th ed.). Cengage.

Gong, X., Huebner, E. S., & Tian, L. (2021). Bullying victimization and developmental trajectories of internalizing and externalizing problems: The moderating role of locus of control among children. *Research on Child and Adolescent Psychopathology*, *49*(3), 351–366. https://doi.org/10.1007/s10802-020-00752-2

Gong, Q., Kramer, K. Z., & Tu, K. M. (2023). Fathers' marital conflict and children's socioemotional skills: A moderated-mediation model of conflict resolution and parenting. *Journal of Family Psychology*, *37*(7), 1048–1059. https://doi.org/10.1037/fam0001102

Gonzalez-DeHass, A. R., Willems, P. P., & Vásquez-Colina, M. D. (2021). Case study instruction experiences in educational psychology and pre-service teachers' achievement goals for learning. *Teaching of Psychology*, *48*(3), 228–235. https://doi.org/10.1177/0098628320977267

Goodman, H. P., Yow, R., Standberry-Wallace, M., Dekom, R., Harper, M., Gomez, A. N., & Watson, A. D. (2023). Perspectives from community partnerships in three diverse higher education contexts. *Gateways: International Journal of Community Research and Engagement*, *61*(2), 1–13. https://doi.org/10.5130/ijcre.v16i2.8693

Gradellini, C., Gómez-Cantarino, S., Dominguez-Isabel, P., Molina-Gallego, B., Mecugni, D., & Ugarte-Gurrutxaga, M. I. (2021). Cultural competence and cultural sensitivity education in university nursing courses. A scoping review. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.682920

Graham, F., Boland, P., Grainger, R., & Wallace, S. (2020). Telehealth delivery of remote assessment of wheelchair and seating needs for adults and children: A scoping review. *Disability & Rehabilitation: An International, Multidisciplinary Journal*, *42*(24), 3538–3548. https://doi.org/10.1080/09638288.2019.1595180

Greenberg, J., Hilton, E. C., Li, J. J., Lu, Q., & Mailick, M. R. (2021). The impact of parenting a child with serious mental illness: Accounting for the parent's genetic vulnerability to mental illness. *Journal of Family Psychology*, *35*(3), 417–422. https://doi.org/10.1037/fam0000783

Hallé, M.-C., Bussières, A., Asseraf-Pasin, L., Storr, C., Mak, S., Root, K., Owens, H., Amari, F., & Thomas, A. (2024). Stakeholders' priorities in the development of evidence-based practice competencies in rehabilitation students: A nominal group technique study. *Disability & Rehabilitation: An International, Multidisciplinary Journal*, *46*(14), 3196–3205. https://doi.org/10.1080/09638288.2023.2239138

Halsell, T. Y., & Gallant, D. J. (2022). Black undergraduate women: Intersectionality and engagement with high impact practices. In R. D. Mayes, M. C. Shavers, & J. L. MooreIII (Eds.), *African American young girls and women in preK12 schools and beyond: Informing research, policy, and practice* (Vol. 8, pp. 161–184). Emerald Publishing Limited. https://doi.org/10.1108/S2051-231720220000008008

Hamilton, P., & Dynes, R. (2023). From 'tiaras and twirls' to 'action and adventure' Eliciting children's gendered perceptions of Disney characters

through participatory visual methodology. *International Journal of Early Years Education*, *31*(2), 482–501. https://doi.org/10.1080/09669760.2022.2164259

Hamon, R. R., & Smith, S. R. (2014). The discipline of family science and the continuing need for innovation. *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, *63*(3), 309–322. https://doi.org/10.1111/fare.12068

Hamon, R. R., & Smith, S. R. (2017). Family science as translational science: A history of the discipline. *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, *66*(4), 550–567. https://doi.org/10.1111/fare.12273

Harding, J. F., Keating, B., Walzer, J., Xing, F., Zief, S., & Gao, J. (2022). How accurately can we predict repeat teen pregnancy based on social ecological factors? *Developmental Psychology*, *58*(9), 1793–1805. https://doi.org/10.1037/dev0001394

Harkness, S., Super, C. M., Bonichini, S., Bermudez, M. R., Mavridis, C., Schaik, S. D. M., Tomkunas, A., & Palacios, J. (2020). Parents, preschools, and the developmental niches of young children: A study in four Western cultures. *New Directions for Child and Adolescent Development*, *2020*(170), 113–141. https://doi.org/10.1002/cad.20343

Harrison, A. G., & Armstrong, I. (2022). Accommodation decision-making for postsecondary students with ADHD: Treating the able as disabled. *Psychological Injury and Law*, *15*(4), 367–384. https://doi.org/10.1007/s12207-022-09461-1

Hastings, O. P., & Schneider, D. (2020). Family structure and inequalities in parents' financial investments in children. *Journal of Marriage and Family*. https://doi.org/10.1111/jomf.12741

Hayward, E., Solaiman, K., Bee, P., Barr, A., Edwards, H., Lomas, J., Tindall, L., Scott, A. J., Biggs, K., & Wright, B. (2022). One-session treatment for specific phobias: Barriers, facilitators and acceptability as perceived by children & young people, parents, and clinicians. *PLoS One*, *17*(9). https://doi.org/10.1371/journal.pone.0274424

He, S., Demmans Epp, C., Chen, F., & Cui, Y. (2024). Examining change in students' self-regulated learning patterns after a formative assessment using process mining techniques. *Computers in Human Behavior*, *152*, 1–13. https://doi.org/10.1016/j.chb.2023.108061

Henry, L., Reinke, W. M., Herman, K. C., Thompson, A. M., & Lewis, C. G. (2021). Motivational interviewing with at-risk students (MARS) mentoring: Addressing the unique mental health needs of students in alternative school placements. *School Psychology Review*, *50*(1), 62–74. https://doi.org/10.1080/2372966X.2020.1827679

Hearne, A., Miles, A., Clark, E., Brasell, S., Divers, E., Tong, A., & Wielenga, S. (2024). Developing a stakeholder led stuttering resource for teachers in New Zealand. *Speech, Language and Hearing*. https://doi.org/10.1080/2050571X.2024.2330200

Heesch, K. C., Hepple, E., Dingle, K., & Freeman, N. (2020). Establishing and implementing a health promoting school in rural Cambodia. *Health Promotion International*, *35*(1), e11–e20. https://doi.org/10.1093/heapro/day114

Heidelburg, K., & Collins, T. A. (2023). Development of black to success: A culturally enriched social skills program for black adolescent males. *School Psychology Review*, *52*(3), 316–329. https://doi.org/10.1080/2372966X.2021.2001691

Henert, S., Jacobs, J., & Wahl-Alexander, Z. (2021). Let's play! Exploring the impact of summer day camp participation on the physical and psychosocial experiences of diverse urban youth. *Child and Adolescent Social Work Journal*, *38*(4), 381–391. https://doi.org/10.1007/s10560-021-00769-6

Heras-Colàs, R., Masgrau-Juanola, M., Guiu-Puget, E., Soler-Masó, P., & Albertín-Carbó, P. (2023). Service learning for sustainability in the practicum phase of initial teacher training. *Profesorado: Revista de Currículum y Formación Del Profesorado*, *27*(1), 425–445. https://doi.org/10.30827/profesorado.v27i1.21466

Heron, L. M., & Bruk-Lee, V. (2023). Informing inclusive management practices for employees with developmental disabilities: A supervisor training needs analysis. *Consulting Psychology Journal*, *75*(4), 322–353. https://doi.org/10.1037/cpb0000261

Herr, K. (1995). Action research as empowering practice. *Journal of Progressive Human Services*, (6), 45–58. https://doi.org/10.1300/J059v06n02_04

Herr, K. (1999). Unearthing the unspeakable: When teacher research and political agendas collide. *Language Arts*, *77*(1), 10–15. www.jstor.org/stable/41483020

Herr, K. (2017). Insiders doing PAR with youth in their schools: Negotiating professional boundaries and healing justice. *International Journal of Qualitative Studies in Education*, *30*, 450–463. https://doi.org/10.1080/09518398.2017.1303213

Herr, K., & Anderson, G. L. (1993). Oral history for student empowerment: Capturing students' inner voices. *International Journal of Qualitative Studies in Education*, *6*, 185–196. https://doi.org/10.1080/0951839930060301

Herr, K., & Anderson, G. L. (2015). *The action research dissertation: A guide for students and faculty* (2nd ed.). SAGE.

Hessel, V., Cortese, B., & De Croon, M. H. J. M. (2011). Novel process windows – Concept, proposition and evaluation methodology, and intensified superheated processing. *Chemical Engineering Science*, *66*(7), 1426–1448. https://doi.org/10.1016/j.ces.2010.08.018

Hilliger, I., Miranda, C., Celis, S., & Pérez, S. M. (2024). Curriculum analytics adoption in higher education: A multiple case study engaging stakeholders in different phases of design. *British Journal of Educational Technology*, *55*(3), 785–801. https://doi.org/10.1111/bjet.13374

Hoeh, E., Bonati, M. L., Chatlos, S., Squires, M., & Countermine, B. (2023). Stop, collaborate, and listen: A faculty learning community developed to address gaps in pre-service education about interdisciplinary collaboration. *International Journal for the Scholarship of Teaching & Learning*, *17*(1).

Holcomb, J., Ferguson, G. M., Sun, J., Walton, G. H., & Highfield, L. (2022). Stakeholder engagement in adoption, implementation, and sustainment of an evidence-based intervention to increase mammography adherence among low-income women. *Journal of Cancer Education*, *37*(5), 1486–1495. https://doi.org/10.1007/s13187-021-01988-2

Hollman, H., Updegraff, J. A., Lipkus, I. M., & Rhodes, R. E. (2022). Perceptions of physical activity and sedentary behaviour guidelines among end-users and stakeholders: A systematic review. *International Journal of Behavioral Nutrition and Physical Activity*, *19*. https://doi.org/10.1186/s12966-022-01245-9

Holloway, S. M., Xu, S., & Ma, S. (2023). Chinese and Canadian preservice teachers in face-to-face dialogues: Situating teaching in cultural practices for west-east reciprocal learning. *Teaching and Teacher Education*, *122*, 1–10. https://doi.org/10.1016/j.tate.2022.103930

Horton, A. G., Gibson, K. B., & Curington, A. M. (2021). Exploring reflective journaling as a learning tool: An interdisciplinary approach. *Archives of Psychiatric Nursing*, *35*(2), 195–199. https://doi.org/10.1016/j.apnu.2020.09.009

Hou, S.-I., & Wilder, S. (2015a). Changing pedagogy: Faculty adoption of service-learning: Motivations, barriers, and strategies among service-learning faculty at a public research institution. *Sage Open*, *5*(1). https://doi.org/10.1177/2158244015572283

Hou, S.-I., & Wilder, S. (2015b). How ready is higher education faculty for engaged student learning? Applying transtheoretical model to measure service-learning beliefs and adoption. *Sage Open*, *5*(1). https://doi.org/10.1177/2158244015572282

Huang, A., Hancock, D., Clemson, M., Yeo, G., Harney, D., Denny, P., & Denyer, G. (2021). Selecting student-authored questions for summative assessments. *Research in Learning Technology*, *29*. https://doi.org/10.25304/rlt.v29.2517

Huang, Y.-T., & Hang, Y.-C. (2024). Relational well-being among lesbian, gay, and bisexual young adults in Taiwan: Before and after the legalization of same-sex marriage. *Sexuality Research and Social Policy: A Journal of the NSRC*, *21*(1), 240–252. https://doi.org/10.1007/s13178-023-00895-z

Hughes, S., Lewis, S., Willis, K., Rogers, A., Wyke, S., & Smith, L. (2020). Goal setting in group programmes for long-term condition self-management support: Experiences of patients and healthcare professionals. *Psychology and Health*, *35*(1), 70–86. https://doi.org/10.1080/08870446.2019.1623891

Humphries, B., & Clark, D. (2021). An examination of student preference for traditional didactic or chunking teaching strategies in an online learning environment. *Research in Learning Technology*, *29*. https://doi.org/10.25304/rlt.v29.2405

Hwang, W., & Jung, E. (2020). Unpartnered mothers' work-family conflict and parenting stress: The moderating effects of nonstandard work schedules. *Journal of Family and Economic Issues*, *41*(1), 158–171. https://doi.org/10.1007/s10834-019-09647-x

Isaacson, A., Coleman, J., Fok, K., & Tolchin, D. W. (2024). Creating an anti-ableist learning environment: Development of a novel disability-related microaggressions session for medical and dental students and mixed methods analysis of impact on learning and empowerment. *Disability and Health Journal*. https://doi.org/10.1016/j.dhjo.2024.101584

Ivers, M., Alderton, E., & Swanson, R. (2022). Nontraditional post-baccalaureate students: How to better provide support for perceived mental health needs. *Journal of American College Health*. https://doi.org/10.1080/07448481.2022.2120357

Jelinčić, D. A., Baturina, D., & Franić, S. (2022). Impact of service learning on social entrepreneurship and youth employment in Croatia. *Interdisciplinary Description of Complex Systems*, *20*(4), 319–335. https://doi.org/10.7906/indecs.20.4.2

Ji, X., & Fu, Y. (2021). The role of sleep disturbances in cognitive function and depressive symptoms among community-dwelling elderly with sleep complaints. *International Journal of Geriatric Psychiatry*, *36*(1), 96–105. https://doi.org/10.1002/gps.5401

Jin, G., & Bierma, T. (2023). Sustainability education and civic engagement through integration of undergraduate research with service learning. *Science Education and Civic Engagement*, *15*(1), 17–21.

Johnston, K. (2022). Creating space for equity in early childhood educator's participation in documentation, assessment and evaluation. *European Early Childhood Education Research Journal*, *30*(3), 360–371. https://doi.org/10.1080/1350293X.2021.2019291

Jones, K. S. (2022). *The personal influences that contribute to the success of six African American female educational leaders [ProQuest Information & Learning]*. In Dissertation Abstracts International Section A: Humanities and Social Sciences (Vol. 83, Issue 11–A).

Joseph, J., Varghese, A., Vijay, V. R., Grover, S., Sharma, S., Dhandapani, M., Khakha, D. C., Arya, S., Mahendia, N., Varkey, B. P., & Kishore, K. (2024). The prevalence of alcohol use disorders using alcohol use disorders identification test (AUDIT) in the Indian setting: A systematic review and meta-analysis. *Journal of Ethnicity in Substance Abuse*, *23*(1), 2–20. https://doi.org/10.1080/15332640.2022.2056105

Jung, J. J. (2021). An examination of work-based learning implementation: A study of teacher perception and employer engagement [ProQuest Information & Learning]. In *Dissertation Abstracts International Section A: Humanities and Social Sciences* (Vol. 82, Issue 6–A).

Juwono, S., Flores Anato, J. L., Kirschbaum, A. L., Metheny, N., Dvorakova, M., Skakoon-Sparling, S., Moore, D. M., Grace, D., Hart, T. A., Lambert, G., Lachowsky, N. J., Jollimore, J., Cox, J., & Maheu-Giroux, M. (2024). Prevalence, determinants, and trends in the experience and perpetration of

intimate partner violence among a cohort of gay, bisexual, and other men who have sex with men in montréal, toronto, and vancouver, canada (2017–2022). *LGBT Health*. https://doi.org/10.1089/lgbt.2023.0265

Kabir, U., Marty, A. H., Akinrinmade, B., & Zuilkowski, S. S. (2022). An analysis of teaching and learning materials for literacy instruction in Kano State Nigeria: Curricular relevance, cultural responsiveness and gender equity. *Literacy*, *56*(2), 130–149. https://doi.org/10.1111/lit.12268

Kanan, A., Alqudah, R., & Al-Mousa, A. (2023). A systematic multi-level assessment approach to enhance students' academic performance in sequential logic design. *International Journal of Engineering Education*, *39*(5), 1256–1267.

Kandakatla, R., Dustker, S. M., Bandi, S., & Oakes, W. (2023). Achieving Indian National Board of Accreditation engineering graduate attributes through project-based service-learning: Conceptual analysis. *International Journal for Service Learning in Engineering*, *18*(1), 52–69.

Kaplan Sayı, A., & Yurtseven, N. (2022). How do gifted students learn? Their learning styles and dispositions towards learning. *Education 3–13*, *50*(8), 1031–1045. https://doi.org/10.1080/03004279.2021.1929380

Kara, B. H., & Khawaja, N. G. (2024). Wellbeing programs for culturally and linguistically diverse population in Australia: Barriers and improvements. *Australian Psychologist*, *59*(3), 200–211. https://doi.org/10.1080/00050067.2023.2299667

Karasik, R. J. (2020). Community partners' perspectives and the faculty role in community-based learning. *Journal of Experiential Education*, *43*(2), 113–135. https://doi.org/10.1177/1053825919892994

Karatasas, K., Noujaim, G., & Grace, R. (2024). A cultural newsletter: Sharing information and embedding cultural conversations in practice. *Australian Social Work*. https://doi.org/10.1080/0312407X.2024.2340459

Kaufman, G., Aiello, A., Ellis, C., & Compton, D. (2022). Attitudes toward same-sex marriage, polyamorous marriage, and conventional marriage ideals among college students in the southeastern United States. *Sexuality & Culture: An Interdisciplinary Quarterly*, *26*(5), 1599–1620. https://doi.org/10.1007/s12119-022-09960-y

Kaynak, D., Irgıt, Y., & Çakmak, S. (2022). Self-esteem in female adolescents and relationships of its predictors with culture. *Psikiyatride Güncel Yaklaşımlar*, *14*(3), 358–370. https://doi.org/10.18863/pgy.1009942

Kearney, C. A. (2021). Integrating systemic and analytic approaches to school attendance problems: Synergistic frameworks for research and policy directions. *Child and Youth Care Forum*, *50*(4), 701–742. https://doi.org/10.1007/s10566-020-09591-0

Keesey-Phelan, S. H., Axe, J. B., & Williams, A. L. (2022). The effects of teaching a problem-solving strategy on recalling past events with a child with autism. *The Analysis of Verbal Behavior*, *38*(2), 190–198. https://doi.org/10.1007/s40616-022-00176-7

Kennedy, H. R., & Dalla, R. L. (2020). "It may be legal, but it is not treated equally": Marriage equality and well-being implications for same-sex couples. *Journal of Gay & Lesbian Social Services: The Quarterly Journal of Community & Clinical Practice*, *32*(1), 67–98. https://doi.org/10.1080/10538720.2019.1681340

Kern, M. L., Arguís-Rey, R., Chaves, C., White, M. A., & Zhao, M. Y. (2024). Developing guidelines for program design, practice, and research toward a positive and well-being education practice. *The Journal of Positive Psychology*. https://doi.org/10.1080/17439760.2024.2352743

Khabir, M., Jabbari, A. A., & Razmi, M. H. (2022). Flipped presentation of authentic audio-visual materials: Impacts on intercultural sensitivity and intercultural effectiveness in an EFL context. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.832862

Kim, C. (2024). University–community collaborative school violence prevention program during out-of-school time. *Children and Schools*, *46*(3), 199–202. https://doi.org/10.1093/cs/cdae013

Kim, B., Kim, J., Moon, S. S., Yoon, S., & Wolfer, T. (2021). Korean women's marital distress and coping strategies in the early stage of intercultural marriages. *Journal of Ethnic & Cultural Diversity in Social Work: Innovation in Theory, Research & Practice*, *30*(6), 523–541. https://doi.org/10.1080/15313204.2020.1753616

Kim, H. S., Lee, C. E., & Kim, K. M. (2023). Challenges of single parents raising children with intellectual and developmental disabilities. *Journal of Applied Research in Intellectual Disabilities*, *36*(4), 777–786. https://doi.org/10.1111/jar.13093

Kimiecik, C., Gonzalvo, J. D., Cash, S., Goodin, D., & Pastakia, S. (2023). Building a university–school–community partnership to improve adolescent well-being. *Children and Schools*, *45*(1), 27–34. https://doi.org/10.1093/cs/cdac029

King, T. S., Bochenek, J., Jenssen, U., Bowles, W., & Morrison-Beedy, D. (2021). Virtual study-abroad through web conferencing: Sharing knowledge and building cultural appreciation in nursing education and practice. *Journal of Transcultural Nursing*, *32*(6), 790–798. https://doi.org/10.1177/10436596211009583

Kinsella, A. T., & Hollins, N. R. (2022). Using a service learning – Peer mentoring project to prepare OT students for their role in post-secondary transition services. *Journal of Occupational Therapy Education*, *6*(3). https://doi.org/10.26681/jote.2022.060317

Klodnick, V. V., Malina, C., Fagan, M. A., Johnson, R. P., Brenits, A., Zeidner, E., & Viruet, J. (2021). Meeting the developmental needs of young adults diagnosed with serious mental health challenges: The emerge model. *The Journal of Behavioral Health Services & Research*, *48*(1), 77–92. https://doi.org/10.1007/s11414-020-09699-0

Kobayashi, K. (2021). Learning by teaching face-to-face: The contributions of preparing-to-teach, initial-explanation, and interaction phases. *European Journal of Psychology of Education*. https://doi.org/10.1007/s10212-021-00547-z

Koly, K. N., Saba, J., Rao, M., Rasheed, S., Reidpath, D. D., Armstrong, S., & Gnani, S. (2024). Stakeholder perspectives of mental healthcare services in Bangladesh, its challenges and opportunities: A qualitative study. *Global Mental Health*, *11*. https://doi.org/10.1017/gmh.2024.30

Kong, D., Yuan, R., & Zou, M. (2024). Pre-service EFL teachers' intercultural competence development within service-learning: A Chinese perspective. *Asia-Pacific Education Researcher*, *33*(2), 263–272. https://doi.org/10.1007/s40299-023-00725-1

Koseoglu, S., Ozturk, T., Ucar, H., Karahan, E., & Bozkurt, A. (2020). 30 years of gender inequality and implications on curriculum design in open and distance learning. *Journal of Interactive Media in Education*, *2020*(1). https://doi.org/10.5334/jime.553

Kouamé, S., Hafsi, T., Oliver, D., & Langley, A. (2022). Creating and sustaining stakeholder emotional resonance with organizational identity in social mission-driven organizations. *Academy of Management Journal*, *65*(6), 1864–1893. https://doi.org/10.5465/amj.2018.1143

Koyanagi, A., Veronese, N., Vancampfort, D., Stickley, A., Jackson, S. E., Oh, H., Shin, J. I., Haro, J. M., Stubbs, B., & Smith, L. (2020). Association of bullying victimization with overweight and obesity among adolescents from

41 low- and middle-income countries. *Pediatric Obesity*, *15*(1). https://doi.org/10.1111/ijpo.12571

Kracht, C. L., Redman, L. M., Bellando, J., Krukowski, R. A., & Andres, A. (2023). Association between maternal and infant screen time with child growth and development: A longitudinal study. *Pediatric Obesity*, *18*(7). https://doi.org/10.1111/ijpo.13033

Kröger, C., van Baarle, E., Widdershoven, G., Bal, R., & Weenink, J.-W. (2022). Combining rules and dialogue: Exploring stakeholder perspectives on preventing sexual boundary violations in mental health and disability care organizations. *BMC Medical Ethics*, *23*. https://doi.org/10.1186/s12910-022-00786-9

Kumar, S. S., James, M., & Case, J. (2022). Engineering design for community impact: Investigating constructive alignment in an innovative service-learning course. In *2022 IEEE Frontiers in Education Conference (FIE)* (pp. 1–5). https://doi.org/10.1109/FIE56618.2022.9962674

Kumar, R. M., & Singh, R. M. (2024). Couple identity in Indian arranged marriages: Perceived partner responsiveness as the mediator of attachment styles and couple identity. *Couple and Family Psychology: Research and Practice*, *13*(2), 143–155. https://doi.org/10.1037/cfp0000220

Kusujiarti, S. (2011). Service-learning in Asia: Curricular models and practices. *Journal of Higher Education Outreach & Engagement*, *15*(3), 159–163.

Lalloo, F., Hawkins, N., Lindley, R., & Kumar, S. (2021). Medical students as service learners: Opportunities, risks, and recommendations. *Education for Primary Care*, *32*(3), 135–139. https://doi.org/10.1080/14739879.2020.1869589

Lam, C.-M. (2021). The impact of philosophy for Children on teachers' professional development. *Teachers and Teaching: Theory and Practice*, *27*(7), 642–655. https://doi.org/10.1080/13540602.2021.1986693

Lara, L. C. (2020). Benefits of journal-writing for students in the emotional/behavior disorders classroom. *Journal of Poetry Therapy*, *33*(3), 187–193. https://doi.org/10.1080/08893675.2020.1776971

Lau, K. H., Snell, R. S., Chan, M. Y.-L., & Yeung, C. L. S. (2023). Reflections by community partners of Hong Kong-based universities on key process variables in service-learning: An exploratory study. *Metropolitan Universities*, *34*(1), 28–53.

Lawlis, T., Mawer, T., Andrew, L., & Bevitt, T. (2024). Challenges to delivering university health-based work-integrated learning to students with a disability: A scoping review. *Higher Education Research and Development*, *43*(1), 149–165. https://doi.org/10.1080/07294360.2023.2228209

Le Gouais, A., Bates, G., Callway, R., Kwon, H. R., Montel, L., Peake-Jones, S., White, J., Hasan, M. N., Koksal, C., Barnfield, A., Bondy, K., & Ayres, S. (2023). Understanding how to create healthier places: A qualitative study exploring the complex system of urban development decision-making. *Health & Place*, *81*, 1–12. https://doi.org/10.1016/j.healthplace.2023.103023

Le Pichon, E., Wattar, D., Naji, M., Cha, H. R., Jia, Y., & Tariq, K. (2024). Towards linguistically and culturally responsive curricula: The potential of reciprocal knowledge in STEM education. *Language Culture and Curriculum*, *37*(1), 10–26. https://doi.org/10.1080/07908318.2023.2221895

Lee, J., & Allen, J. (2021). The role of young adult children's income in the relationship between single mothers' poverty and their young adult children's depression. *Journal of Family Issues*, *42*(11), 2509–2528. https://doi.org/10.1177/0192513X20984497

Lee, M. T., & Raschke, R. L. (2020). Innovative sustainability and stakeholders' shared understanding: The secret sauce to "performance with a purpose". *Journal of Business Research*, *108*, 20–28. https://doi.org/10.1016/j.jbusres.2019.10.020

Lee, H., Ryan, L. H., Ofstedal, M. B., & Smith, J. (2021). Multigenerational households during childhood and trajectories of cognitive functioning among US older adults. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, *76*(6), 1161–1172. https://doi.org/10.1093/geronb/gbaa165

Lefebvre, C., Hiestand, B., Glass, C., Masneri, D., Hosmer, K., Hunt, M., & Hartman, N. (2020). Examining the effects of narrative commentary on evaluators' summative assessments of resident performance. *Evaluation & the Health Professions*, *43*(3), 159–161. https://doi.org/10.1177/0163278718820415

Leftwich, B. M., Ashby-King, D. T., & Boyd, K. D. (2022). Student-instructor relationships and ethics education: Examining student perceptions of the integrative ethical education model. *Qualitative Research Reports in Communication*, *23*(1), 46–55. https://doi.org/10.1080/17459435.2021.1937295

Leijen, Ä., Pedaste, M., Baucal, A., Poom-Valickis, K., & Lepp, L. (2024). What predicts instructional quality and commitments to teaching: Self-efficacy, pedagogical knowledge or integration of the two? *Frontiers in Psychology*, *15*. https://doi.org/10.3389/fpsyg.2024.1287313

LeNoble, C. A., & Roberts, D. L. (2020). At the frontier of teaching and practice: Relevant issues for nontraditional undergraduate I-O psychology. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, *13*(4), 487–491. https://doi.org/10.1017/iop.2020.82

Lessard, L. M., Watson, R. J., & Puhl, R. M. (2020). "Bias-based bullying and school adjustment among sexual and gender minority adolescents: The role of gay-straight alliances": Correction. *Journal of Youth and Adolescence*, *49*(5), 1110. https://doi.org/10.1007/s10964-020-01243-9

Levasseur, M., Routhier, S., Demers, K., Lacerte, J., Clapperton, I., Doré, C., & Gallagher, F. (2021). Importance of collaboration and contextual factors in the development and implementation of social participation initiatives for older adults living in rural areas. *Australian Occupational Therapy Journal*, *68*(6), 504–519. https://doi.org/10.1111/1440-1630.12761

Lewis, C. A. (2021). *K-12 teachers' perceptions of barriers to implementing service learning [ProQuest Information & Learning]*. In Dissertation Abstracts International Section A: Humanities and Social Sciences, (Vol. 82, Issue 9–A).

Lewis-Thames, M. W., Leahy, N., Kruse-Diehr, A. J., Ackermann, N., Maki, J., Davis, K. L., & Drake, B. F. (2023). Adapting a research and community capacity-building program to address rural cancer burden and facilitate partnership development between rural community stakeholders and an urban comprehensive cancer center. *Journal of Cancer Education*, *38*(4), 1245–1255. https://doi.org/10.1007/s13187-022-02256-7

Li, H., Forbes, A., & Yang, W. (2021). Developing culturally and developmentally appropriate early STEM learning experiences. *Early Education and Development*, *32*(1), 1–6. https://doi.org/10.1080/10409289.2020.1833674

Lin, T.-J., Chen, J., Lu, M., Sun, J., Purtell, K., Ansari, A., & Justice, L. (2023). The influence of classroom language contexts on dual language learners' language development. *Journal of Educational Psychology*, *115*(6), 877–890. https://doi.org/10.1037/edu0000804

Linder, K. E., & Hayes, C. M. (Eds.). (2018). *High-impact practices in online education: Research and best practices* (1st ed.). Stylus Publishing.

Liu, J. (2021). Building education groups as school collaboration for education improvement: A case study of stakeholder interactions in District A of Chengdu. *Asia Pacific Education Review*, *22*(3), 427–439. https://doi.org/10.1007/s12564-021-09682-0

Liu, J., He, X., & Dong, Y. (2024). Household debt and children's psychological well-being in China: The mediating role of parent–child relations. *Children and Youth Services Review*, *157*, 1–8. https://doi.org/10.1016/j.childyouth.2023.107387

Liu, M., Kitto, K., & Buckingham Shum, S. (2021). Combining factor analysis with writing analytics for the formative assessment of written reflection. *Computers in Human Behavior*, *120*. https://doi.org/10.1016/j.chb.2021.106733

Looi, J. C. L., Maguire, P., Bonner, D., Reay, R. E., Finlay, A. J. F., Keightley, P., Tedeschi, M., Wardle, C., & Kramer, D. (2021). Conduct and evaluation of final-year medical student summative assessments in psychiatry and addiction medicine during COVID-19: An Australian University Medical School experience. *Australasian Psychiatry*, *29*(6), 695–698. https://doi.org/10.1177/10398562211014229

Lowe, K., Tennent, C., Moodie, N., Guenther, J., & Burgess, C. (2021). School-based Indigenous cultural programs and their impact on Australian Indigenous students: A systematic review. *Asia-Pacific Journal of Teacher Education*, *49*(1), 78–98. https://doi.org/10.1080/1359866X.2020.1843137

Lu, J., Cayabyab, Y. M., Malik, S., & Lwin, M. O. (2022). The associations between mobile media use and food consumption in parent-child dyads. *Journal of Child and Family Studies*. https://doi.org/10.1007/s10826-022-02241-0

Lyness, S. A., Peterson, K., & Yates, K. (2021). Low inter-rater reliability of a high stakes performance assessment of teacher candidates. *Education Sciences*, *11*(10), 1–16. https://doi.org/10.3390/educsci11100648

Ma, R., Zhou, Y., & Xu, W. (2023). Guardianship from being present: The moderation of mindfulness in the longitudinal relationship of loneliness to quality of life and mental health problems among the oldest old. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*. https://doi.org/10.1007/s12144-023-04418-2

Madden, J. M., Foxworth, P. M., Ross-Degnan, D., Allen, K. G., Busch, A. B., Callahan, M. X., Lu, C. Y., & Wharam, J. F. (2021). Integrating stakeholder engagement with claims-based research on health insurance design and bipolar

disorder. *Psychiatric Services*, 72(2), 186–194. https://doi.org/10.1176/appi.ps.202000177

Malone, D., Abrey, K., Afolayan, O. R., Pendleton, Z., & Osgood, L. E. (2023). Examining an international service-learning project through the lens of the graduate attributes. *International Journal for Service Learning in Engineering*, *18*(2), 14–29.

Marchlewska, M., Górska, P., Green, R., Szczepańska, D., Rogoza, M., Molenda, Z., & Michalski, P. (2024). From individual anxiety to collective narcissism? Adult attachment styles and different types of national commitment. *Personality and Social Psychology Bulletin*, *50*(4), 495–515. https://doi.org/10.1177/01461672221139072

Marcussen, J., Thuen, F., O'Connor, M., Wilson, R. L., & Hounsgaard, L. (2020). Double bereavement, mental health consequences and support needs of children and young adults—When a divorced parent dies. *Journal of Clinical Nursing*, *29*(7–8), 1238–1253. https://doi.org/10.1111/jocn.15181

Markaki, A., Prajankett, O., Shorten, A., Shirey, M. R., & Harper, D. C. (2021). Academic service-learning nursing partnerships in the Americas: A scoping review. *BMC Nursing*, *20*(1), 1–15. https://doi.org/10.1186/s12912-021-00698-w

Marsh, R. J., Baltodano-Van Ness, H. M., & Mathur, S. R. (2023). Improving engagement in the virtual environment through culturally relevant expectations and parent collaboration for students with emotional and behavioral disorders. *Beyond Behavior*, *32*(2), 128–136. https://doi.org/10.1177/10742956231161010

Marsh, L., Brown, M., & McCann, E. (2020). The views and experiences of fathers of children with intellectual disabilities: A systematic review of the international evidence. *Journal of Policy and Practice in Intellectual Disabilities*, *17*(1), 79–90. https://doi.org/10.1111/jppi.12328

Marshall, C. J., Nguyen, A., Arteaga, S., Hubbard, E., Armstead, M., Peprah-Wilson, S., Britt, S., McLemore, M. R., & Gomez, A. M. (2024). Building capacity for research on community doula care: A stakeholder-engaged process in California. *Maternal and Child Health Journal*. https://doi.org/10.1007/s10995-023-03883-2

Martínez, J., Piersol, C. V., Holloway, S., Terhorst, L., & Leland, N. E. (2021). Evaluating stakeholder engagement: Stakeholder-centric instrumentation process (SCIP). *Western Journal of Nursing Research*, *43*(10), 949–961. https://doi.org/10.1177/01939459211004274

Mathur, S. K., & Rodriguez, K. A. (2022). Cultural responsiveness curriculum for behavior analysts: A meaningful step toward social justice. *Behavior Analysis in Practice*, *15*(4), 1023–1031. https://doi.org/10.1007/s40617-021-00579-3

Mays, I., Flynn, J., McGuire, B., & Egan, J. (2021). The role of attachment style, adverse childhood experiences and dissociation in migraine. *Journal of Trauma & Dissociation*. https://doi.org/10.1080/15299732.2021.1989114

McCarthy, F. E., Damrogmanee, Y., Pushpalatha, M., & Yamamoto, K. (2005). The practices and possibilities of service learning among colleges and universities in Asia. *Pacific-Asian Education*. https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=3922e484793ed589c137832b0a838592118d0f65

McCurtin, A., & O'Connor, A. (2020). Building a collaborative research community of practice and supporting research engagement in speech-language pathology: Identification of stakeholder priorities. *JBI Evidence Implementation*, *18*(4), 368–375.

McLennan, H., Roberts, J., & Johnson, G. (2023). Stakeholder experience evaluating whole-school practice designed to improve educational outcomes for autistic students. *Australasian Journal of Special and Inclusive Education*, *47*(1), 14–27. https://doi.org/10.1017/jsi.2023.3

McMullan, J., Robinson, J., & Varley, N. (2023). The neglect of adolescent neglect. *Comprehensive Child and Adolescent Nursing*, *46*(2), 98–101. https://doi.org/10.1080/24694193.2023.2166160

McNally, P., Irvine, M., Taggart, L., Shevlin, M., & Keesler, J. (2022). Exploring the knowledge base of trauma and trauma informed care of staff working in community residential accommodation for adults with an intellectual disability. *Journal of Applied Research in Intellectual Disabilities*. https://doi.org/10.1111/jar.13002

Meinhardt, I., Cuthbert, S., Gibson, K., Fortune, S., & Hetrick, S. E. (2022). Young people and adult stakeholders' reflections on how school staff should support students who self-harm: A qualitative study. *Journal of Adolescence*, *94*(7), 969–980. https://doi.org/10.1002/jad.12078

Mendenhall, A., Hicks, C., Holder, M., Holmes, C., Jung, E., Ramirez, L., Fairman, M., Bulls, S. T., & Levy, M. (2024). Growing stronger together: Sharing a story of culturally responsive evaluation with indigenous families and communities. *Child Abuse & Neglect*, *148*, 1–9. https://doi.org/10.1016/j.chiabu.2023.106344

Mendenhall, T., Plowman, E., & Trump, L. (2019). *Intimate relationships: Where have we been? Where are we going?* (3rd ed.). Kendall Hunt Publishing.

Meral, B. F., Wehmeyer, M. L., Palmer, S. B., Ruh, A. B., & Yilmaz, E. (2023). Parenting styles and practices in enhancing self-determination of children with intellectual and developmental disabilities. *American Journal on Intellectual and Developmental Disabilities*, *128*(4), 282–301.

Messina, R., & Brodzinsky, D. (2020). Children adopted by same-sex couples: Identity-related issues from preschool years to late adolescence. *Journal of Family Psychology*, *34*(5), 509–522. https://doi.org/10.1037/fam0000616

Metcalf, C. D., Ostler, C., Thor, P., Kheng, S., Srors, S., Sann, R., Worsley, P., Gates, L., Donnovan-Hall, M., Harte, C., & Dickinson, A. (2024). Engaging multisector stakeholders to identify priorities for global health innovation, change and research: An engagement methodology and application to prosthetics service delivery in Cambodia. *Disability and Rehabilitation: An International, Multidisciplinary Journal*, *46*(4), 685–696. https://doi.org/10.1080/09638288.2023.2173313

Miller, R. L. (2020). Service learning: A review of best practices. In A. M. Schwartz & R. L. Miller (Eds.), *High impact educational practices: A review of best practices with illustrative examples* (pp. 570–583). Society for the Teaching of Psychology.

Moen, K. C. (2021). The impact of multi-media presentation format: Student perceptions and learning outcomes. *Scholarship of Teaching and Learning in Psychology*, *7*(4), 278–287. https://doi.org/10.1037/stl0000265

Molloy, R., Hansen, A., Robinson, E., D'Astoli, P., Wood, T., & Buus, N. (2024). Stakeholder perspectives on co-designing a post-registration mental health nursing curriculum: A case study. *Journal of Psychiatric and Mental Health Nursing*, *31*(3), 303–312. https://doi.org/10.1111/jpm.12988

Moore, L. D. (2024). *Tools of engagement: The role of technology in promoting interaction between college students with disabilities and their educators [ProQuest Information & Learning]*. In Dissertation Abstracts International Section A: Humanities and Social Sciences (Vol. 85, Issue 6–A).

Moore, E. A., Winterrowd, E., Petrouske, A., Priniski, S. J., & Achter, J. (2020). Nontraditional and struggling: Academic and financial distress among older student clients. *Journal of College Counseling*, *23*(3), 221–233. https://doi.org/10.1002/jocc.12167

Mörk, S. B. (2022). University–preschool collaboration in pre-school teacher education in Iceland. *Learning Environments Research*, *25*(1), 1–16. https://doi.org/10.1007/s10984-021-09350-5

Morris, J. L., Chalkley, A. E., Helme, Z. E., Timms, O., Young, E., McLoughlin, G. M., Bartholomew, J. B., & Daly-Smith, A. (2023). Initial insights into the impact and implementation of Creating Active Schools in Bradford, UK. *International Journal of Behavioral Nutrition and Physical Activity*, *20*(1). https://doi.org/10.1186/s12966-023-01485-3

Murphy, B., Franklin, M., Tsang, Y. T., Sala-Hamrick, K., Atalla, M., & Barnett, D. (2021). Trust and communication with a caregiver reduces behavior problems and protects against stress among urban adolescents. *Youth & Society*, *53*(2), 296–319. https://doi.org/10.1177/0044118X20947583

Naidoo, B., & Devnarain, B. (2009). Service learning: Connecting higher education and civil society – Are we meeting the challenge? *South African Journal of Higher Education*, *23*(5), 935–952. https://doi.org/10.4314/sajhe.v23i5.48809

Naidoo, D., Govender, P., Naidoo, S. N., Ngubane, N., Nkosi, Z., & Mulla, A. (2020). Occupational risks in occupational therapy service learning: A single-site "fear factor" study in South Africa. *Occupational Therapy International*, 1–7. https://doi.org/10.1155/2020/4746813

Najjarnejad, N., & Bromfield, N. (2022). Professional stakeholders' perceptions of child marriage in Lebanon among Syrian refugees. *Children and Youth Services Review*, *140*, 1–8. https://doi.org/10.1016/j.childyouth.2022.106592

Nannemann, A. C. (2021). The student self-accommodation strategy for students with visual impairments. *Journal of Visual Impairment & Blindness*, *115*(6), 506–524. https://doi.org/10.1177/0145482X211059545

National Council on Family Relations. (2014). *Family life education content areas*. National Council on Family Relations. https://www.ncfr.org

National Council on Family Relations. (2024). *CFLE credentials*. https://www.ncfr.org

National Council on Family Relations Certified Family Life Education Advisory Board. (2018). Family life education content areas: Content and practice guidelines. In *Tools for ethical thinking and practice in family life education* (4th ed., pp. 35–41). National Council on Family Relations.

Neeper, L. S., & Dymond, S. K. (2020). Incorporating service-learning in special education coursework: Experiences of university faculty. *Teacher Education and Special Education*, *43*(4), 343–357. https://doi.org/10.1177/0888406420912373

Newcomb, M. E. (2020). Romantic relationships and sexual minority health: A review and description of the Dyadic Health Model. *Clinical Psychology Review*, *82*. https://doi.org/10.1016/j.cpr.2020.101924

Newton, J. R., Batz, R., O'Grady, C., Vinh, M., & Blanchard, S. B. (2024). Beyond omission: Analysing the erasure of disability and inclusion in the developmentally appropriate practices. *International Journal of Early Years Education*. https://doi.org/10.1080/09669760.2024.2343075

Nguyen, A. (2023). Correction to: "Children have the fairest things to say": Young children's engagement with anti-bias picture books. *Early Childhood Education Journal*, *51*(8), 1553. https://doi.org/10.1007/s10643-022-01360-z

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, *31*(2), 2–19.

Nordin, N., Halford, W. K., Barlow, F. K., & Mastor, K. A. (2023). Relationship standards and Malay Muslim couples' marital satisfaction. *Journal of Marital and Family Therapy*. https://doi.org/10.1111/jmft.12659

Novak, A. M., Lewis, K. D., & Weber, C. L. (2020). Guiding principles in developing equity-driven professional learning for educators of gifted children. *Gifted Child Today*, *43*(3), 169–183. https://doi.org/10.1177/1076217520915743

Nozhovnik, O., Harbuza, T., Starosta, H., Radchenko, Y., & Zatserkovnyi, O. (2022). Best practices of fostering undergraduates' cross-cultural competence involving training them in foreign languages: Systemic review. *International Journal of Educational Methodology*, *8*(4), 655–668. https://doi.org/10.12973/ijem.8.4.655

Nunes, C., Martins, C., Ayala-Nunes, L., Matos, F., Costa, E., & Gonçalves, A. (2021). Parents' perceived social support and children's psychological adjustment. *Journal of Social Work*, *21*(3), 497–512. https://doi.org/10.1177/1468017320911614

Ochsen, S., Bernholt, A., Grund, S., & Bernholt, S. (2023). Interestingness is in the eye of the beholder—The impact of formative assessment on students'

situational interest in chemistry classrooms. *International Journal of Science Education*, *45*(5), 383–404. https://doi.org/10.1080/09500693.2022.2163204

O'Connor, M., Chong, S., Quach, J., & Goldfeld, S. (2020). Learning outcomes of children with teacher-identified emerging health and developmental needs. *Child: Care, Health and Development*, *46*(2), 223–231. https://doi.org/10.1111/cch.12737

Offei-Dua, V., Morris, J., Mohammad, A., Jones, K., & Ross, W. (2022). Development of a cultural competency curriculum. *Journal of the National Medical Association*, *114*(4), 363–368. https://doi.org/10.1016/j.jnma.2022.02.012

Ojilere, A. (2024). Discrimination on grounds of sexual orientation and gender identity: The limits of human rights in Africa. *Journal of Homosexuality*, *71*(3), 803–827. https://doi.org/10.1080/00918369.2022.2132577

Okoyo, C., Njambi, E., Were, V., Araka, S., Kanyi, H., Ongeri, L., Echoka, E., Mwandawiro, C., & Njomo, D. (2022). Prevalence, types, patterns and risk factors associated with drugs and substances of use and abuse: A cross-sectional study of selected counties in Kenya. *PLoS One*, *17*(9). https://doi.org/10.1371/journal.pone.0273470

Ólafsdóttir, S. M., & Einarsdóttir, J. (2021). Peer culture in an Icelandic preschool and the engagement of children with diverse cultural backgrounds. *International Journal of Early Childhood*, *53*(1), 49–64. https://doi.org/10.1007/s13158-021-00283-x

O'Loughlin, V. D., & Griffith, L. M. (2020). Developing student metacognition through reflective writing in an upper level undergraduate anatomy course. *Anatomical Sciences Education*, *13*(6), 680–693. https://doi.org/10.1002/ase.1945

Olson, D. H., Defrain, J., & Skogrand, L. (2021). *Marriages and families: Intimacy, diversity, and strengths* (10th ed.). McGraw-Hill.

Olsson, E. M., Gelot, L., Schaffer, J. K., & Litsegård, A. (2024). Teaching academic literacies in international relations: Towards a pedagogy of practice. *Teaching in Higher Education*, *29*(2), 471–488. https://doi.org/10.1080/13562517.2021.1992753

One, K. (2022). The role of international service learning and student outcomes. *College of Education Theses and Dissertations*, *251*. https://via.library.depaul.edu/soe_etd/251

O'Reilly, S., & Milner, J. (2020). Impact of technology-based reflective practice tools on student skill development. *International Journal of Technology and Human Interaction*, *16*(1), 77–93. https://doi.org/10.4018/IJTHI.2020010106

Ornstein, A. C., & Hunkins, F. P. (2013). *Curriculum foundations, principles, and issues*. Person Education, Inc..

Orozco, M. (2024). Disclosing own reasoning while appraising the students' reasoning: Implications for developments in formative assessment in science-engineering education. *Assessment & Evaluation in Higher Education*, *49*(2), 165–177. https://doi.org/10.1080/02602938.2023.2196008

Orr, K., Wright, F. V., Grassmann, V., McPherson, A. C., Faulkner, G. E., & Arbour-Nicitopoulos, K. P. (2021). Children and youth with impairments in social skills and cognition in out-of-school time inclusive physical activity programs: A scoping review. *International Journal of Developmental Disabilities*, *67*(2), 79–93. https://doi.org/10.1080/20473869.2019.1603731

Ortega, D. P., Walsh, K., Bődi, C. B., Hawkins, L. B., & Bright, M. A. (2023). School-based prevention education for children and youth with intellectual developmental disabilities. *Child Abuse & Neglect*, *145*, 1–10. https://doi.org/10.1016/j.chiabu.2023.106397

Osmani, M., Hindi, N. M., & Weerakkody, V. (2021). Developing employability skills in information system graduates: Traditional vs innovative teaching methods. In *Research anthology on developing critical thinking skills in students* (pp. 1331–1344). Information Science Reference/IGI Global. https://doi.org/10.4018/978-1-7998-3022-1.ch069

Pakdaman, S., Unger, J. B., Forster, M., Rogers, C. J., Sussman, S. Y., & Benjamin, S. M. (2021). Childhood trauma and prescription drug misuse in a college population. *Substance Use & Misuse*, *56*(1), 140–144. https://doi.org/10.1080/10826084.2020.1846056

Palladino, B. E., Nappa, M. R., Zambuto, V., & Menesini, E. (2020). Ethnic bullying victimization in Italy: The role of acculturation orientation for ethnic minority adolescents with differing citizenship statuses. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.00499

Pan, C.-C., Bittner, M., & Chou, C.-C. (2023). Developing an inclusive culture through unified champion schools programs: A pilot study on school awareness and attitudes toward students with intellectual disabilities among general students in taiwan. *International Journal of Developmental Disabilities*. https://doi.org/10.1080/20473869.2023.2231215

Papadopoulos, I., Lazzarino, R., Sakellaraki, O., Dadãu, V., Apostolara, P., Kuckert-Wöstheinrich, A., Mauceri, M., & Kouta, C. (2022). Empowering refugee families in transit: The development of a culturally competent and compassionate training and support package. *Journal of Research in Nursing*, 27(3), 200–214. https://doi.org/10.1177/17449871211018736

Paquette, M., Sommerfeldt, E. J., & Kent, M. L. (2015). Do the ends justify the means? Dialogue, development communication, and deontological ethics. *Public Relations Review*, *41*(1), 30–39. https://doi.org/10.1016/j.pubrev.2014.10.008

Pasternak, D. L., Harris, S. D., Lewis, C., Wolk, M. A., Wu, X., & Evans, L. M. (2023). Engaging culturally responsive practice: Implications for continued learning and teacher empowerment. *Teaching and Teacher Education*, *122*, 1–12. https://doi.org/10.1016/j.tate.2022.103976

Patrick, C.-J., Valencia-Forrester, F., Backhaus, B., McGregor, R., Cain, G., & Lloyd, K. (2019). The state of service-learning in Australia. *Journal of Higher Education Outreach and Engagement*, *23*(3), 185–198. https://openjournals.libs.uga.edu/jheoe/article/view/1528

Patterson, L. (2020). Engineering students' empathy development through service learning: Qualitative results in a technical communication course. In *2020 IEEE International Professional Communication Conference (ProComm), Professional Communication Conference (ProComm)* (pp. 68–75). IEEE International. https://doi.org/10.1109/ProComm48883.2020.00017

Peplak, J., Bobba, B., Hasegawa, M., Caravita, S. C. S., & Malti, T. (2023). The warm glow of kindness: Developmental insight into children's moral pride across cultures and its associations with prosocial behavior. *Developmental Psychology*. https://doi.org/10.1037/dev0001613

Pepping, C. A., Girme, Y. U., Cronin, T. J., & MacDonald, G. (2024). Diversity in singlehood experiences: Testing an attachment theory model of sub-groups of singles. *Journal of Personality*. https://doi.org/10.1111/jopy.12929

Peter, H. L., Giglberger, M., Streit, F., Frank, J., Kreuzpointner, L., Rietschel, M., Kudielka, B. M., & Wüst, S. (2023). Association of polygenic scores for depression and neuroticism with perceived stress in daily life during a long-lasting stress period. *Genes, Brain and Behavior*, *22*(6). https://doi.org/10.1111/gbb.12872

Pieper, M., Roelle, J., vom Hofe, R., Salle, A., & Berthold, K. (2021). Feedback in reflective journals fosters reflection skills of student teachers. *Psychology Learning and Teaching*, 20(1), 107–127. https://doi.org/10.1177/1475725720966190

Pinkerton, B., & Martinek, T. (2023). Teaching personal and social responsibility practitioners' perceptions of the application of culturally relevant pedagogies. *Sport, Education and Society*, 28(5), 553–564. https://doi.org/10.1080/13573322.2022.2057463

Poon, P.-L., & Tang, S.-F. (2024). An effective teaching pedagogy involving an online learning platform under a multi-campus teaching model. *Technology, Knowledge and Learning: Learning Mathematics, Science and the Arts in the Context of Digital Technologies*. https://doi.org/10.1007/s10758-024-09761-2

Porter, S., & Couper, P. (2023). Autoethnographic stories for self and environment: A reflective pedagogy to advance 'environmental awareness' in student outdoor practitioners. *Journal of Adventure Education and Outdoor Learning*, 23(1), 25–37. https://doi.org/10.1080/14729679.2021.1935284

Postmes, L., Bouwmeester, R., de Kleijn, R., & van der Schaaf, M. (2023). Supervisors' untrained postgraduate rubric use for formative and summative purposes. *Assessment & Evaluation in Higher Education*, 48(1), 41–55. https://doi.org/10.1080/02602938.2021.2021390

Preuss, L., Fischer, I., & Arora, B. (2024). How do stakeholder groups make sense of sustainability: Analysing differences in the complexity of their cognitive frames. *Business Strategy and the Environment*, 33(3), 2367–2383. https://doi.org/10.1002/bse.3611

Pritchard, C., Abdul Azeez, E. P., & Mirza, S. (2023). Women's health inequalities in 15 Muslim-populated countries: Evidence from population and mortality statistics. *Health Care for Women International*. https://doi.org/10.1080/07399332.2023.2233093

Pugh, P., Hemingway, P., Christian, M., & Higginbottom, G. (2021). Children's, parents', and other stakeholders' perspectives on the factors influencing the initiation of early dietary change in the management of childhood chronic disease: A mixed studies systematic review using a narrative synthesis. *Patient Education and Counseling*, 104(4), 844–857. https://doi.org/10.1016/j.pec.2020.09.021

Radey, M., Langenderfer-Magruder, L., & Brown Speights, J. (2021). "I don't have much of a choice": Low-income single mothers' COVID-19 school and

care decisions. *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, *70*(5), 1312–1326. https://doi.org/10.1111/fare.12593

Radey, M., Lowe, S., Langenderfer-Magruder, L., & Posada, K. (2022). Showing Everybody's True Colors': Informal networks of low-income single mothers and their young children during the COVID-19 pandemic. *Children and Youth Services Review*, *137*, 1–9. https://doi.org/10.1016/j.childyouth.2022.106479

Ramaj, S. (2023). Neighbourhood effects and the labour market outcomes of immigrant men in same-sex couples. *Journal of Ethnic and Migration Studies*, *49*(7), 1723–1745. https://doi.org/10.1080/1369183X.2021.2011174

Rasegh, A., Zandi, H., Firoozi, T., & Rasooli, A. (2022). Teachers' conceptions of classroom justice: An empirical study. *Social Psychology of Education: International Journal*. https://doi.org/10.1007/s11218-022-09735-1

Raviv, T., Smith, M., Hurwitz, L., Gill, T. L., Baker, S., Torres, S. A., Bowen, I. E., & Cicchetti, C. (2022). Supporting school-community collaboration for the implementation of a multi-tiered school mental health program: The Behavioral Health Team model. *Psychology in the Schools*, *59*(6), 1239–1258. https://doi.org/10.1002/pits.22683

Raza, H. (2017). Using a mixed method approach to discuss the intersectionalities of class, education, and gender in natural disasters for rural vulnerable communities in Pakistan. *The Journal of Rural and Community Development*, *12*(1), 128–148. https://journals.brandonu.ca/jrcd/article/view/1671

Raza, H. (2018). Participatory action research: Working beyond disaster towards prevention. *Natural Hazards*, *90*(1), 1–15. https://link.springer.com/article/10.1007/s11069-017-3114-x

Raza, H. (2020a). The role of reflexivity in participatory action research to empower culturally diverse communities in Pakistan. *Journal of Rural and Community Development*, *15*(1), 71–88. https://journals.brandonu.ca/jrcd/article/view/1671

Raza, H. (2020b, September 24). *3rd international online seminar [Webinar]*. ASEAN Journal of Community Engagement. https://scholarhub.ui.ac.id/ajce/

Raza, H. (2021). Social justice and community development: A multilevel community engagement model to effectively working with families living in culturally diverse communities in Pakistan. *ASEAN Journal of Community Engagement*, *5*(1), 25–48.

Raza, H. (2022). A global framework: Step-by-step guidelines to apply the multilevel community engagement model to effectively work with culturally diverse communities around the world. *Community Psychology in Global Perspective*, 8(1), 20–40. http://siba-ese.unisalento.it/index.php/cpgp/index

Raza, M. H. (2024a). The components of multilevel engagement theory. *Canadian Journal of Family and Youth*, *16*(3), 38–56. http://ejournals,library,ualberta.ca/index/php/cjfy

Raza, M. H. (2024b). The functions of the multilevel engagement theory. *Scottish Journal of Residential Child Care: An International Journal of Group and Family Care Experience*, *23*(1), 79–106. https://doi.org/10.17868/strath.00088900

Raza, M. H. (2024c). *The multilevel community engagement model: School, community, workplace engagement and service-learning*. Emerald Publishing.

Raza, H., Baron Cortes, L. M., van Eeden-Moorefield, B., & Khaw, L. (2023b). Using mixed models to examine the factors associated with intimate partner violence among married women in Pakistan. *Aggressive Behavior*, *49*(3), 1–16. https://doi.org/10.1002/ab.22073

Raza, H., Grzywacz, J., Linver, M., van Eeden-Moorefield, B., & Lee, S. (2021). A longitudinal examination of work-family balance among working mothers in the United States: Testing bioecological theory. *Journal of Family and Economic Issues*, *42*, 601–615. https://link.springer.com/article/10.1007/s10834-020-09747-z

Raza, H., Grzywacz, J., van Eeden-Moorefield, B., Linver, M., & Lee, S. (2023a). A content analysis of work-family conflict scholarship in the United States, 2010–2018. *Family Science Review*, *27*(1), 1–23. https://www.familyscienceassociation.org/2023-volume-27-

Raza, H., & Richey, E. (2021). *Using multilevel community engagement model to develop, implement, and assess FLE programs that fosters community engagement and project sustainability*. [Conference session]. 2021 FLE Summit, National Council on Family Relations. ncfr.org

Reed, D. K., & Mercer, S. H. (2023). Potential scoring and predictive bias in interim and summative writing assessments. *School Psychologist*, *38*(4), 215–224. https://doi.org/10.1037/spq0000527

Rego, M. A. S., Sáez-Gambín, D., González-Geraldo, J. L., & García-Romero, D. (2022). Transversal competences and employability of university students:

Converging towards service-learning. *Education Sciences*, *12*(4), 1–17. https://doi.org/10.3390/educsci12040265

Reid, N., Buchman, D., Brown, R., Pedersen, C., Kozloff, N., & Stergiopoulos, V. (2022). The acceptability of financial incentives to support service engagement of adults experiencing homelessness and mental illness: A qualitative study of key stakeholder perspectives authorship. *Administration and Policy in Mental Health and Mental Health Services Research*. https://doi.org/10.1007/s10488-022-01217-y

Remler, D. K., & Van Ryzin, G. G. (2022). *Research methods in practice: Strategies for description and causation* (3rd ed.). Sage Publications.

Riepe, V. A., McCluskey-Titus, P., & Illinois State University Department of Educational Administration and Foundations. (2011). *What students learn as a result of being a chairperson and/or officer of a programming board*. Dissertation.

Ripoll Gonzalez, L., & Gale, F. (2020). Combining participatory action research with sociological intervention to investigate participatory place branding. *Qualitative Market Research: An International Journal*, *23*(1), 199–216. https://doi.org/10.1108/QMR-02-2018-0028

Riser, Q. H., Meyer, D. R., Berger, L. M., & Kamble, V. (2023). Noncustodial parents, instrumental networks, and child support compliance. *Social Science Research*, *110*, 1–21. https://doi.org/10.1016/j.ssresearch.2023.102850

Robinson, G. (2021). Cultural competency, social responsibility and community service attitudes assessment of health professions students participating and not participating in service learning programs [ProQuest Information & Learning]. In *Dissertation Abstracts International: Section B: The Sciences and Engineering* (Vol. 82, Issue 11–B).

Rodgers, S. T., Bayne, G. U., & Archimandritis, J. (2023). The color of education: Discriminación y comportamientos. *Journal of Latinos and Education*, *22*(3), 1223–1235. https://doi.org/10.1080/15348431.2021.1935259

Rodriguez, A., Fei, Z., Barrera, W. A., Tsao, E. H., Waterman, J., Franke, T. M., Mogil, C. E., Bonilla, B., Cugley, G. M., Gillams, T., & Langley, A. (2022). Leveraging leadership in child welfare systems: Large-scale trauma- and resilience-informed training initiative. *The Journal of Behavioral Health Services & Research*. https://doi.org/10.1007/s11414-022-09815-2

Rönnlund, M., Bergström, P., & Tieva, Å. (2021). Teaching in a non-traditional classroom: Experiences from a teacher-initiated design project.

Teachers and Teaching: Theory and Practice, 27(7), 587–601. https://doi.org/10.1080/13540602.2021.1977274

Rosenthal, L., Deosaran, A., Young, D. L., & Starks, T. J. (2019). Relationship stigma and well-being among adults in interracial and same-sex relationships. *Journal of Social and Personal Relationships*, 36(11–12), 3408–3428. https://doi.org/10.1177/0265407518822785

Rusu, A. S. (2020). Connectedness behind social distancing in times of COVID-19: Qualitative analysis of civic engagement of students and teachers in Romania. *Journal of Educational Sciences & Psychology*, 10(1), 35–41.

Saarikallio, S., Alluri, V., Maksimainen, J., & Toiviainen, P. (2021). Emotions of music listening in Finland and in India: Comparison of an individualistic and a collectivistic culture. *Psychology of Music*, 49(4), 989–1005. https://doi.org/10.1177/0305735620917730

Samad, M. (2022). Tabletop: An experiential approach to teach sport. *Sport Management Education Journal (Human Kinetics)*, 16(2), 171–174. https://doi.org/10.1123/smej.2021-0020

Samraj, J. R., Wright, D. J., & McMurtrie, H. (2023). Age and adult attachment style predict psychological distress in the Singapore general population during COVID-19. *Psychology Health & Medicine*. https://doi.org/10.1080/13548506.2023.2216466

Sartor-Harada, A., Azevedo-Gomes, J., & Torres-Simón, E. (2022). Developing teaching competences with service-learning projects. *Journal of Higher Education Outreach and Engagement*, 26(2), 65–78.

Schneider, A. R., Stephens, L. A. M., Ochoa Marín, S. C., & Semenic, S. (2018). Benefits and challenges of a nursing service-learning partnership with a community of internally-displaced persons in Colombia. *Nurse Education in Practice*, 33, 21–26. https://doi.org/10.1016/j.nepr.2018.08.002

Sellmaier, C., & Kim, J. (2021). Disability accommodation experiences of social work students in the United States. *Social Work Education*, 40(7), 872–887. https://doi.org/10.1080/02615479.2020.1738375

Sheen, M., Yekani, H. A. K., & Jordan, T. R. (2023). The good, the bad and the hijab: A study of implicit associations made by practicing Muslims in their native Muslim country. *Psychological Reports*, 126(6), 2886–2903. https://doi.org/10.1177/00332941221103532

Shrout, M. R., Renna, M. E., Madison, A. A., Malarkey, W. B., & Kiecolt-Glaser, J. K. (2023). Marital negativity's festering wounds: The emotional,

immunological, and relational toll of couples' negative communication patterns. *Psychoneuroendocrinology*, *149*, 1–11. https://doi.org/10.1016/j.psyneuen.2022.105989

Shurygin, V., Anisimova, T., Orazbekova, R., & Pronkin, N. (2023). Modern approaches to teaching future teachers of mathematics: The use of mobile applications and their impact on students' motivation and academic success in the context of stem education. *Interactive Learning Environments*. https://doi.org/10.1080/10494820.2022.2162548

Smith, S. R., & Hamon, R. R. (2022). *Exploring family theories* (5th ed.). Oxford University Press.

Smith, L. H., Hernandez, B. E., Joshua, K., Gill, D., & Bottiani, J. H. (2022). A scoping review of school-based prevention programs for indigenous students. *Educational Psychology Review*, *34*(4), 2783–2824. https://doi.org/10.1007/s10648-022-09698-x

Smith, M. D., & Wesselbaum, D. (2023). Well-being and income across space and time: Evidence from one million households. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being*, *24*(5), 1813–1840. https://doi.org/10.1007/s10902-023-00660-4

Smith, T., Zou, A., Nelson, G., & Al-Ghaithi, A. (2020). *Overcoming institutional barriers to service learning*. Center for Engagement and Community Development. https://newprairiepress.org/cgi/viewcontent.cgi?article=1232&context=cecd

Snell-Rood, C., Willging, C., Showalter, D., Peters, H., & Pollini, R. A. (2021). System-level factors shaping the implementation of "hub and spoke" systems to expand MOUD in rural areas. *Substance Abuse*, *42*(4), 716–725. https://doi.org/10.1080/08897077.2020.1846149

Snyder, J. S., & Henry, P. J. (2023). Regional measures of sexual-orientation bias predict where same-gender couples live. *Psychological Science*, *34*(7), 794–808. https://doi.org/10.1177/09567976231173903

So, M., Almeida Rojo, A. L., Robinson, L. R., Hartwig, S. A., Heggs Lee, A. R., Beasley, L. O., Silovsky, J. F., Morris, A. S., Stiller Titchener, K., & Zapata, M. I. (2020). Parent engagement in an original and culturally adapted evidence-based parenting program, Legacy for Children™. *Infant Mental Health Journal*, *41*(3), 356–377. https://doi.org/10.1002/imhj.21853

Song, B., & Ferguson, M. A. (2023). The importance of congruence between stakeholder prosocial motivation and CSR attributions: Effects on

stakeholders' donations and sense-making of prosocial identities. *Journal of Marketing Communications*, 29(4), 339–357. https://doi.org/10.1080/13527266.2021.2021971

Soneson, E., Burn, A.-M., Anderson, J. K., Humphrey, A., Jones, P. B., Fazel, M., Ford, T., & Howarth, E. (2022). Determining stakeholder priorities and core components for school-based identification of mental health difficulties: A Delphi study. *Journal of School Psychology*, 91, 209–227. https://doi.org/10.1016/j.jsp.2022.01.00

Song, M. J. (2021). Teacher professional development in integrating digital fabrication technologies into teaching and learning. *Educational Media International*, 58(4), 317–334. https://doi.org/10.1080/09523987.2021.1989766

Strait, J. R. & Nordyke, K. (Eds.). (2015). *eService-learning: Creating experiential learning and civic engagement through online and hybrid course*. Stylus Publishing.

Stuhlsatz, G. L., Kavanaugh, S. A., Taylor, A. B., Neppl, T. K., & Lohman, B. J. (2021). Spirituality and religious engagement, community involvement, outness, and family support: Influence on LGBT+ Muslim well-being. *Journal of Homosexuality*, 68(7), 1083–1105. https://doi.org/10.1080/00918369.2021.1888585

Suarez, B. Y., Francisco, V. T., & Rubén Chávez, N. (2020). Applying community-based participatory approaches to addressing health disparities and promoting health equity. *American Journal of Community Psychology*, 66(3–4), 217–221. https://doi.org/10.1002/ajcp.12487

Suarez, M. L., & Torres, C. (2021). Understanding the factors associated with overprotective parenting behaviors in Latino parents. *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, 70(5), 1556–1570. https://doi.org/10.1111/fare.12548

Suarez-Morales, L., & Harris, A. P. (2023). Relationship of parent cultural stress, overprotective parenting practices, and hispanic children's anxiety. *Journal of Child and Family Studies*. https://doi.org/10.1007/s10826-023-02560-w

Subban, P., Woodcock, S., Bradford, B., Romano, A., Sahli Lozano, C., Kullmann, H., Sharma, U., Loreman, T., & Avramidis, E. (2024). What does the village need to raise a child with additional needs? Thoughts on creating a framework to support collective inclusion. *Teachers and Teaching: Theory and Practice*. https://doi.org/10.1080/13540602.2024.2338398

Sundberg, A. D., & Koehler, E. N. (2023). Bridges to civic health: Enhancing shared service-learning collaboration in nursing and history. *Journal of Experiential Education*, *46*(3), 261–280. https://doi.org/10.1177/10538259221146745

Sundqvist, A., Barr, R., Heimann, M., Birberg, T. U., & Koch, F. (2024). A longitudinal study of the relationship between children's exposure to screen media and vocabulary development. *Acta Paediatrica*, *113*(3), 517–522. https://doi.org/10.1111/apa.17047

Sur, M. H., Kim, S.-Y., Zittel, L., & Gilson, T. A. (2021). Parental self-efficacy and practices in physical activity of young children with and without disabilities. *Journal of Child and Family Studies*, *30*(6), 1567–1576. https://doi.org/10.1007/s10826-021-01967-7

Tan, K. L., & Adams, D. (2023). Leadership opportunities for students with disabilities in co-curriculum activities: Insights and implications. *International Journal of Disability, Development and Education*, *70*(5), 788–802. https://doi.org/10.1080/1034912X.2021.1904504

Tao, Y., Bi, X.-Y., & Deng, M. (2020). The impact of parent–child attachment on self-injury behavior: Negative emotion and emotional coping style as serial mediators. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.01477

Tapia, G., Teysseyre, J., Bréhonnet, R., Baud, A., Gauvreau, G., Gray, M., & Oprescu, F. (2024). Childhood trauma and alcohol misuse in college students: The moderating role of minimization. *Child Abuse & Neglect*, *152*, 1–10. https://doi.org/10.1016/j.chiabu.2024.106749

Tatkin, B. T. (2016). *Improving high school service-learning to increase long-term impact on volunteerism [ProQuest Information & Learning]*. In Dissertation Abstracts International Section A: Humanities and Social Sciences (Vol. 77, Issue 3–A(E)).

Terry, A. N., & Qi, Z. (2024). Unveiling the transformative power of service-learning: Student-led mental health roundtable discussions as catalysts for ongoing civic engagement. *Journal of Service-Learning in Higher Education*, *18*, 101–112.

Temelturk, R. D., Yurumez, E., Cıkılı Uytun, M., & Oztop, D. B. (2021). Parent-child interaction, parental attachment styles and parental alexithymia levels of children with ASD. *Research in Developmental Disabilities*, *112*. https://doi.org/10.1016/j.ridd.2021.103922

Terrizzi, B. F., Woodward, A. M., & Beier, J. S. (2020). Young children and adults associate social power with indifference to others' needs. *Journal of*

Experimental Child Psychology, *198*. https://doi.org/10.1016/j.jecp.2020.104867

Theall, M., & Franklin, J. L. (2010). Assessing teaching practices and effectiveness for formative purposes. In K. J. Gillespie & D. L. Robertson (Eds.), *A guide to faculty development*. Jossey Bass.

Tinto, V. (1993). In *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). University of Chicago Press.

Torres, Y., Walsh, N., & Tahvildary, N. (2022). Impact of mediator mentors service-learning on college student social-emotional expertise and cultural competence. *Journal of Practical Studies in Education*, *3*(1), 3–13.

Troller-Renfree, S. V., Sperber, J. F., Hart, E. R., Costanzo, M. A., Gennetian, L. A., Meyer, J. S., Fox, N. A., & Noble, K. G. (2023). Associations between maternal stress and infant resting brain activity among families residing in poverty in the US. *Biological Psychology*, *184*, 1–10. https://doi.org/10.1016/j.biopsycho.2023.108683

Trumbull, E., & Lash, A. (2013). *Understanding formative assessment: Insights from learning theory and measurement theory*. WestEd.

Türk, B., Yayak, A., & Hamzaoğlu, N. (2021). The effects of childhood trauma experiences and attachment styles on cyberbullying and victimization among university students. *Kibris Türk Psikiyatri ve Psikoloji Dergisi*, *3*(4), 241–249.

Twohig, A., Lyne, J., & McNicholas, F. (2024). Attachment theory: Survival, trauma, and war through the eyes of bowlby. *Irish Journal of Psychological Medicine*. https://doi.org/10.1017/ipm.2024.12

Tyndall, D. E., Kosko, D. A., Forbis, K. M., & Sullivan, W. B. (2020). Mutual benefits of a service-learning community–academic partnership. *Journal of Nursing Education*, *59*(2), 93–96. https://doi.org/10.3928/01484834-20200122-07

Umberson, D., & Thomeer, M. B. (2020). Family matters: Research on family ties and health, 2010 to 2020. *Journal of Marriage and Family*, *82*, 404–419.

Vaarzon-Morel, P., Barwick, L., & Green, J. (2021). Sharing and storing digital cultural records in Central Australian Indigenous communities. *New Media & Society*, *23*(4), 692–714. https://doi.org/10.1177/1461444820954201

Valdez, C. E., & Lovell, J. L. (2022). What psychology students want from service-learning. *Teaching of Psychology*, *49*(3), 258–268. https://doi.org/10.1177/00986283211021075

Vamos, C. A., Kline, N., Vázquez-Otero, C., Lockhart, E. A., Lake, P. W., Wells, K. J., Proctor, S., Meade, C. D., & Daley, E. M. (2021). Stakeholders' perspectives on system-level barriers to and facilitators of hpv vaccination among Hispanic migrant farmworkers. *Ethnicity and Health*. https://doi.org/10.1080/13557858.2021.1887820

Vanderbilt, K. E., & Andreason, C. (2023). The influence of popular media characters on children's object choices. *British Journal of Developmental Psychology*, *41*(1), 1–12. https://doi.org/10.1111/bjdp.12434

Vanner, C. (2024). What do you want your teachers to know? Using intergenerational reflections in education research. *International Journal of Qualitative Studies in Education*, *37*(6), 1788–1803. https://doi.org/10.1080/09518398.2023.2233916

Vartiainen, H., Vuojärvi, H., Saramäki, K., Eriksson, M., Ratinen, I., Torssonen, P., Vanninen, P., & Pöllänen, S. (2022). Cross-boundary collaboration and knowledge creation in an online higher education course. *British Journal of Educational Technology*, *53*(5), 1304–1320. https://doi.org/10.1111/bjet.13186

Vetri, L., Elia, M., Vitello, G. A., Greco, D., Gagliano, C., Costanzo, M. C., Romeo, G., & Musumeci, S. A. (2021). Impact of daytime routine modifications on people with severe intellectual disability amid COVID-19 pandemic. *Perspectives in Psychiatric Care*, *57*(3), 1536–1537. https://doi.org/10.1111/ppc.12696

Vicente, F. S., Escuder, Á. V., Pérez Puig, M. Á., & López, F. S. (2021). Effect on procrastination and learning of mistakes in the design of the formative and summative assessments: A case study. *Education Sciences*, *11*(8), 1–12.

Villar, A. A. (2022). To what extent a modern teaching style benefits students? Why do teachers act the way they do? *Journal of Computer Assisted Learning*. https://doi.org/10.1111/jcal.12765

Vo, L. K., Allen, M. J., Cunich, M., Thillainadesan, J., McPhail, S. M., Sharma, P., Wallis, S., McGowan, K., & Carter, H. E. (2024). Stakeholders' preferences for the design and delivery of virtual care services: A systematic review of discrete choice experiments. *Social Science & Medicine*, *340*, 1–14. https://doi.org/10.1016/j.socscimed.2023.116459

Voith, L. A., Lee, H., & Russell, K. (2022). How trauma, depression, and gender roles lead to intimate partner violence perpetration among a sample of predominately low-income Black, Indigenous, Men of Color: A mixed methods

study. *Journal of Interpersonal Violence*, *37*(9–10), NP6487–NP6513. https://doi.org/10.1177/0886260520967139

von Bertalanffy, L. (1968). *General system theory: Foundation, development, and application*. Braziller.

Waisman-Nitzan, M., Ivzori, Y., & Anaby, D. (2023). Promoting participation-focused practices in inclusive educational settings: Stakeholders' perspectives following a knowledge translation initiative. *American Journal of Occupational Therapy*, *77*(6), 1–8. https://doi.org/10.5014/ajot.2023.050262

Walker, A., Mercer, J., & Freeman, L. (2021). The doors of opportunity: How do community partners experience working as co-educators in a service-learning collaboration? *Journal of University Teaching and Learning Practice*, *18*(7), 56–70.

Walsh, G., & Zadurian, N. (2022). Exploring the links between parental attachment style, child temperament and parent-child relationship quality during adolescence. *Journal of Child and Family Studies*. https://doi.org/10.1007/s10826-022-02447-2

Walther, A. K., & Pilarz, A. R. (2024). Associations between parental precarious work schedules and child behavior problems among low-income families. *Journal of Marriage and Family*, *86*(3), 551–573. https://doi.org/10.1111/jomf.12933

Wang, Y. (2022). Music education: Which is more effective—Traditional learning or the introduction of modern technologies to increase student motivation? *Learning and Motivation*, *77*, 1–11. https://doi.org/10.1016/j.lmot.2022.101783

Wang, Y. (2024). Examining the role of sense of belonging and formative assessment in reducing the negative impact of learning anxiety in mathematics. *European Journal of Psychology of Education*, *39*(1), 431–453. https://doi.org/10.1007/s10212-023-00701-9

Wang, P., Ma, T., Liu, L.-B., Shang, C., An, P., & Xue, Y.-X. (2021). A comparison of the effectiveness of online instructional strategies optimized with smart interactive tools versus traditional teaching for postgraduate students. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.747719

Wang, Y. C., & McLeroy, A. M. (2023). Poverty, parenting stress, and adolescent mental health: The protective role of school connectedness reexamined. *Children and Youth Services Review*, *153*, 1–7. https://doi.org/10.1016/j.childyouth.2023.107127

Wang, Z., Zhao, L., Guan, J., & Zuo, G. (2023). The negative effects of positive gender stereotypes: Evidence from a collectivistic cultural context. *Sex Roles: Journal of Research*, *89*(11–12), 786–800. https://doi.org/10.1007/s11199-023-01413-6

Wassell, B. A., Coleman, N., Chen, X., & Browne, S. (2022). Families, resources, and community: Illuminating the structures of culturally relevant education in an urban early childhood center. *Education and Urban Society*, *54*(5), 538–559. https://doi.org/10.1177/00131245211004573

Weakley, S., Karlsson, P. S., Cullingworth, J., Lebec, L., & Fraser, K. (2021). Developing a university-voluntary sector collaboration for social impact. *Journal of University Teaching and Learning Practice*, *18*(7), 71–86. https://doi.org/10.53761/1.18.7.06

Webb, S. N., Kavanagh, P. S., & Chonody, J. M. (2020). Straight, LGB, married, living in sin, children out of wedlock: A comparison of attitudes towards 'different' family structures. *Journal of GLBT Family Studies*, *16*(1), 66–82. https://doi.org/10.1080/1550428X.2019.1577201

Westerman, J. W., Rao, M. B., Vanka, S., & Gupta, M. (2020). Sustainable human resource management and the triple bottom line: Multi-stakeholder strategies, concepts, and engagement. *Human Resource Management Review*, *30*(3). https://doi.org/10.1016/j.hrmr.2020.100742

Wetzl, A., & Lieske, P. (2020). The benefits and limitations of online peer feedback: Instructors' perception of a regional campus online writing lab. *Praxis*, *18*(1), 37–53.

White, J. M., Martin, T. F., & Adamsons, K. (2019). *Family theories: An introduction* (5th ed.). Sage Publishing.

Winberg, M., Tegmark, M., Vinterek, M., & Alatalo, T. (2022). Motivational aspects of students' amount of reading and affective reading experiences in a school context: A large-scale study of grades 6 and 9. *Reading Psychology*. https://doi.org/10.1080/02702711.2022.2118914

Wójcik, M., Eikeseth, S., Eldevik, S., & Budzińska, A. (2021). Teaching children with autism to request items using audio scripts, interrupted chain procedure and sufficient exemplar training. *Behavioral Interventions*, *36*(1), 40–57. https://doi.org/10.1002/bin.1761

Woods, J. B., Daniel, U. J., Kleven, L., Bucklin, R., Maldonado, A., Gilbert, P. A., Parker, E. A., & Baquero, B. (2021). Building leadership, capacity, and power to advance health equity and justice through community-engaged

research in the Midwest. *American Journal of Community Psychology*, 67(1–2), 195–204. https://doi.org/10.1002/ajcp.12462

Wu, C.-F., Chang, Y.-L., Rhodes, E., Musaad, S., & Jung, W. (2020). Work-hour trajectories and associated socioeconomic characteristics among single-mother families. *Social Work Research*, 44(1), 47–57. https://doi.org/10.1093/swr/svz029

Wyche-Jonas, J. L. (2022). Good intentions are not enough: An examination of service-learning on a public charter high school campus. *LMU/LLS Theses and Dissertations*. https://digitalcommons.lmu.edu/cgi/viewcontent.cgi?article=2164&context=etd

Xing, J., & Ma, C. H. K. (Eds.). (2010). *Service-learning in Asia: Curricular models and practices*. Hong Kong University Press. http://www.jstor.org/stable/j.ctt1xwf3j

Yan, A., Hooyer, K., Asan, O., Flower, M., & Whittle, J. (2022). Engaging veteran stakeholders to identify patient-centred research priorities for optimizing implementation of lung cancer screening. *Health Expectations: An International Journal of Public Participation in Health Care & Health Policy*, 25(1), 408–418. https://doi.org/10.1111/hex.13401

Ye, M., Zhang, J., & Li, H. (2023). Twins, income, and happiness: Evidence from China. *PNAS Proceedings of the National Academy of Sciences of the United States of America*, 120(25), 1–8. https://doi.org/10.1073/pnas.2221884120

Yılmaz, A., Şahin, F., Buldu, M., Ülker Erdem, A., Ezmeci, F., Somer Ölmez, B., Aydos, E. H., Buldu, E., Ünal, H. B., Aras, S., Buldu, M., & Akgül, E. (2021). An examination of Turkish early childhood teachers' challenges in implementing pedagogical documentation. *Early Childhood Education Journal*, 49(6), 1047–1059. https://doi.org/10.1007/s10643-020-01113-w

Yoon, D., Kobulsky, J. M., Yoon, M., Park, J., Yoon, S., & Arias, L. N. (2024). Racial differences in early adolescent substance use: Child abuse types and family/peer substance use as predictors. *Journal of Ethnicity in Substance Abuse*, 23(1), 110–127. https://doi.org/10.1080/15332640.2022.2068720

Young, B. (2024). Benefits of volunteerism: From extracurricular to service learning and beyond. *International Journal of Art & Design Education*, 43(1), 37–50. https://doi.org/10.1111/jade.12475

Yusof, N., Tengku Ariffin, T. F., Awang-Hashim, R., Nordin, H., & Kaur, A. (2020). Challenges of service learning practices: Student and faculty perspectives from Malaysia. *Malaysian Journal of Learning and Instruction*, 17(2), 279–309.

Zhang Kudon, H., Herbst, J. H., Richardson, L. C., Smith, S. G., Demissie, Z., & Siordia, C. (2023). Prevalence estimates and factors associated with violence among older adults: National intimate partner and sexual violence (NISVS) survey, 2016/2017. *Journal of Elder Abuse & Neglect*. https://doi.org/10.1080/08946566.2023.2297227

Zhao, M., Fu, W., & Ai, J. (2021). The mediating role of social support in the relationship between parenting stress and resilience among Chinese parents of children with disability. *Journal of Autism and Developmental Disorders*, *51*(10), 3412–3422. https://doi.org/10.1007/s10803-020-04806-8

Zhaoyang, R., & Martire, L. M. (2021). The influence of family and friend confidants on marital quality in older couples. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 76(2), 380–390. https://doi.org/10.1093/geronb/gbaa029

Zheng, Z., Layton, J., Stelmach, W., Crabbe, J., Ma, J., Briedis, J., Atme, J., Bourne, D., Hau, R., Cleary, S., & Xue, C. C. (2020). Using patient self-checklist to improve the documentation of risk of postoperative nausea and vomiting: An implementation project. *International Journal of Evidence-Based Healthcare*, *18*(1), 65–74. https://doi.org/10.1097/XEB.0000000000000213

Zheng, Y., & Toribio, J. R. (2021). The role of transparency in multi-stakeholder educational recommendations. *User Modeling and User-Adapted Interaction*, *31*(3), 513–540. https://doi.org/10.1007/s11257-021-09291-x

Zhou, S., Raat, H., You, Y., Santos, S., van Grieken, A., Wang, H., & Yang-Huang, J. (2024). Change in neighborhood socioeconomic status and childhood weight status and body composition from birth to adolescence. *International Journal of Obesity*, *48*(5), 646–653. https://doi.org/10.1038/s41366-023-01454-7

Zhu, X., Cheong, C. M., Li, G. Y., & Wu, J. (2020). Primary school teachers' conceptions of reading comprehension processes and its formulation. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.00615

Zorondo-Rodríguez, F., Gómez-Baggethun, E., Demps, K., Ariza-Montobbio, P., García, C., & Reyes-García, V. (2014). What defines quality of life? The gap between public polices and locally defined indicators among residents of Kodagu, Karnataka (India). *Social Indicators Research*, *115*, 441–456. https://doi.org/10.1007/s11205-012-9993-z